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ABSTRACT

Results of a regional meeting to assess the current situation of the Associated Schools Project and to develop strategies of action at the national level are presented in this report. Twelve observers from China and Thailand and 16 representatives from 10 countries participated in the meeting. Participating countries included Australia, Bangladesh, China, India, Indonesia, Japan, Pakistan, Philippines, Republic of Korea, and Thailand. Contents include an overview of the educational situations in the individual countries, and a discussion of problem areas and action strategies. The four problem areas include: (1) selection, distribution, and expansion of associated schools; (2) implementation of an educational program for international understanding; (3) activities beyond the immediate school scope; and (4) maintenance of program vigor. Appendices include meeting agenda, reports, and activities. (LMI)

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STRATEGIES OF ACTION FOR STRENGTHENING THE ASSOCIATED SCHOOLS PROJECT IN THE ASIA-PACIFIC REGION

Final Report of a Regional Meeting to Formulate Strategies of Action for National Co-ordinators of Unesco Associated Schools Project

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PROAP, Bangkok, 16 - 22 December 1986

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INTRODUCTION

Unesco's Major Programme XIII: Peace, International Understanding, Human Rights and Rights of Peoples is based on the belief that there can be no genuine peace when human rights are violated or while situations of injustice continue to exist; that human rights for all are impossible while conflict, latent or overt, exists. Major Programme XIII envisaged an activity for the extension and consolidation of Associated Schools Project in the biennium 1986-1987. The Unesco Regional Office for Education in Asia and the Pacific therefore organized a Regional Meeting to Formulate Strategies of Action for National Co-ordinators of Associated Schools Project from 16 to 22 December 1986 at the Regional Office in Bangkok. This was part of the activities envisaged in the 1986 Programme and Budget of Unesco.

Objectives

The main objectives of the Meeting were to:

a) provide a forum to assess the present situation of Associated Schools Project in selected countries in Asia and the Pacific; and

b) co-operatively develop strategies of action to strengthen Associated Schools.

Participation

Sixteen participants and resource persons from Australia, Bangladesh, China, India, Indonesia, Japan, Pakistan, Philippines, Republic of Korea and Thailand took part in the Meeting. Likewise, 12 observers from China and Thailand participated in the Meeting (Annex 1).

Preparation of the Meeting

The Meeting was preceded by a Technical Working Group consisting of four resource persons, one each from Australia, Philippines and Thailand, and a staff member of Unesco, Bangkok, which met from 9 to 13 December 1986. The Technical Working Group prepared one of the working documents of the Meeting entitled, "Strategies of Action for Strengthening the Associated Schools Project in the Asia-Pacific Region". The working document consisted of five main sections/chapters, namely (i) An overview of Unesco and the Associated Schools Project; (ii) Problems and issues of the Associated Schools Project; (iii) Some possible strategies of action for strengthening the Associated Schools Project; (iv) The role and responsibilities of the National Co-ordinator; and (v) Regional co-operation and co-ordination. The working document provided springboards for the discussions of agenda items 3, 4, 5 and 6 (Annex 2).

Inauguration of Meeting

Mr. Makaminan Makagiansar, Assistant Director-General for Co-ordination of Unesco Activities in Asia and the Pacific and Director, Regional Office for Education in Asia and the Pacific, who delivered the inaugural address, underscored the importance of the Associated Schools Project. He stressed that one of the means by which Unesco contributes to the attainment of peace and security is through education for international understanding, co-operation and peace through school education, such as through the Associated Schools Project. However, he expressed concern that to date only about 500 schools in the Asia-Pacific region have been associated with the Project.

He noted that peace remains a goal, not a reality. For while World III has been averted, this had been made possible through a "balance of terror". He noted that in 1983 alone, about four million men

were fighting in 75 countries. In 1984, about 30,000 to 40,000 persons, soldiers and civilians, fell in the battle fields every month, most of them in developing countries. One man kills another every 16 seconds. Therefore, in commemorating the 40th Anniversary of Unesco and the International Year of Peace, an appeal is being made to everyone to rededicate themselves to the ideals off Unesco so that with renewed enthusiasm the work can go on to gain that "precious pearl" namely World Peace.

Mr. Makagiansar commended the Technical Working Group for some of the ideas which had been put forward in one of the working papers including (i) the idea that learning about peace will be a superficial and temporary, if it only involves "the head, and not the heart"; (ii) the need for innovative approaches to teaching and learning about peace in keeping with the fast changing world; and (iii) the need for education for international understanding that would enable the learners to be at peace with themselves while interacting with others in different social sub-systems to which they are exposed daily. In this connection, Mr. Makagiansar stated that <u>love</u> and <u>compassion</u> are not only requisites to the attainment of genuine peace but as values and behavioural imperatives which need to be internalized into the pedagogical process.

Mr. Makagiansar cited efforts of Unesco to promote peace such as (i) the 1974 Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedom; and (ii) the 1983 Intergovernmental Conference on the same theme. The latter was also aimed at developing a climate of opinion favourable to the strengthening of security and disarmament. In this connection, he noted that worldwide military expenditure in 1983 was estimated at US$800,000 million or about US$1.5 million per minute. At this rate, it takes only 15 days and 15

hours for world military expenditure to reach $34,300 million which equals the whole amount spent for development assistance for all developing countries in 1983 alone.

He concluded his address by citing a provision of the 1974 Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedom adopted by the General Conference of Unesco at its Eighteenth Session in 1974 which provides inter alia that "Those concerned with Associated Schools in Member States should strengthen and renew their efforts to extend the programme to other educational institutions and work towards the general application of its results. In other Member States, similar action should be undertaken as soon as possible". Of course, he emphasized that it is not merely the quantity that is important. More crucial is to enhance the quality of Associated Schools, which is the main focus of this Regional Meeting, i.e. to formulate strategies of action to strengthen the Associated Schools Project.

Mr. Makigiansar then declared the Meeting formally opened. He wished the Meeting success.

Election of Officers

The following were elected officers of the Meeting:

Dr. Prapat Saengwanit (Thailand) . . Chairman

Mr. Baldev Mahajan (India) . . Vice-Chairman

Dr. Delilah T. Villa (Philippines . . Rapporteur

The two working groups later elected as officers:

Group A

Mr. A.D. Khan . . . . Chairman
(Pakistan)

Mr. Md. Sadequr Rahman . . Rapporteur
(Bangladesh)

Group B

Ms. Hasnah Gasim . . . Chairman
(Indonesia)

Ms. Tahira Parveen . . . Rapporteur
(Pakistan)

Mrs. Sirinun Krisnachinda . . Rapporteur
(Thailand)

Chapter One

UNESCO AND THE ASSOCIATED SCHOOLS PROJECT: AN OVERVIEW

Unesco

The horrors and destruction brought about by the Second World War generated a sense of urgency for international co-operation and peace. The starting point of this co-operation was the birth of the United Nations on 24 October 1945.

Subsequently, an International Conference in London convened from 1 to 16 November 1945 by the Governments of France and the United Kingdom, and in which 44 countries participated, adopted Unesco's constitution. The constitution inter alia specified that the organization was created "for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind". Hence, at the outset the main purpose of Unesco "is to contribute to peace and security". The preamble of the constitution states inter alia that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed".

Unesco's constitution was ratified by the twentieth Member State on 4 November, the date regarded as Unesco's anniversary. Unesco's emblem was officially adopted in the 1954 General Conference, which was held in Montevideo, Uruguay.

As an intergovernmental organization, Unesco has three distinct organs, namely (i) the General Conference, which is made up of representatives of the Member States, of which there were 158 in 1986; (ii) the Executive Board, which is made up of 51 Members elected by the General Conference from among the delegates appointed by the Member States; and (iii) the Secretariat, which is made up of the Director-General and the 2,865 staff from 135 countries as of 1986.

In the Member States, there are two main co-operation and liaison bodies, namely the National Commission for Unesco, of which there were 149 in 1986, (not all Member States have National Commission) and the permanent delegations which many Member States have set up at Unesco's Headquarters in Paris.

Unesco is responsible for every aspect of education, the natural sciences, the social and human sciences, and culture and communication. Within its field of competence, the organization fulfils three main functions namely, (i) encouraging international intellectual co-operation; (ii) providing Member States with operational assistance; and (iii) promoting peace, respect for human rights and mutual understanding among peoples.

The Associated Schools Project

One of the means by which Unesco contributes to the attainment of peace and security is through education for international understanding, co-operation and peace through school level education. It has long been recognized that students and teachers are potent groups who could put such ideals into practice. Hence, in November 1953, the Associated Schools Project was launched. In its first meeting in Paris, 21 participants representing 33 schools in 15 Member States took part.

The objectives of the Associated Schools Project are (i) to carry out experimental works and special programmes in the development of new teaching methods, techniques and materials for education for international understanding; and (ii) to facilitate exchanges of information, correspondence, teaching materials, students and teachers between schools in different countries.

The Member States of Unesco have consistently shown keen interest in pursuing the main purpose of Unesco, i.e. to "contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion". The General Conference of Unesco at its Eighteenth Session, Paris, November 1974 adopted the "Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. This recommendation, inter alia, urges Member States to "take advantage of the experience of the Associated Schools which carry out, with Unesco's help, programmes of international education. Those concerned with Associated Schools in Member States should strengthen and renew their efforts to extend the programme to other educational institutions and work towards the general application of its results. In other Member States, similar action should be taken as soon as possible. The experience of other educational institutions which have carried out successful programmes of international education should also be studied and disseminated". The 1974 Recommendation also provides that, "Member States should encourage the co-operation between their Associated Schools and those of other countries with the help of Unesco in order to promote mutual benefits by expanding their experiences in a wider international perspective".

Similarly, one of the recommendations of the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms with a View to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament is specific to the role of Associated Schools and Unesco Clubs in International Education. The 1983 Intergovernmental Conference was convinced that the Associated Schools Project is an excellent framework for the practical implementation of the 1974 Recommendation at the school level and in teacher training institutions. Hence, a number of recommendations were made to Member States and the Director-General of Unesco to expand and strengthen the Associated Schools Project.

Over the years consideration had been given to the many problems that have to be faced in dealing with International Education. However, it seemed clear that the fundamental issue was "How can teachers make the lofty ideals of Education for International Understanding, Co-operation and Peace, relevant to the children who are being educated. There was a deceptively simple answer and it was that teachers must start at the children's own level. Although the answer may be simple putting it into practice is not so easy. Nevertheless, it is from this premise that all that is done in the schools must be structured. In examining what is being done, therefore, it is also important to ask whether it involves the children learning from their own experience. Learning will be superficial and temporary if it only involves the head. The heart must be engaged as well as the mind, if what is learned is to be truly rooted in the inner being, as when both heart and mind are engaged, then what is learned will be translated into action.

Thus, through co-operating with others, working and sharing with them, the child can come to a real understanding of the other person. In the school this has to be translated into providing appropriate learning situations at all levels and stages to enable the child to have this experience. It is in this way that children and young people will develop the skills to build more peaceful lives for themselves and others and so develop a more peaceful world within their own community, nation and the world. It is thus that the defences of peace can be built in the minds and in the hearts of all people everywhere.

One of the main objectives of this meeting was therefore to consider in practical and concrete terms what each person participating in the meeting could do to translate the ideals of international education into a reality in their own countries in ways that are relevant to the children and young people of today.

The situation of the associated schools in ten countries of the Asia-Pacific Region

Summarized below is the present situation of Associated Schools Project in each of the ten countries of Asia and the Pacific.

AUSTRALIA

Achievements

Briefly discussed here are the achievements with regard to the recommendations of (i) the 1974 General Conference Concerning Education for International Understanding, Co-operation and Peace; and (ii) the 1983 Intergovernmental Conference of Education for International Understanding, Co-operation and Peace. During the 1980's Australia has seen a number

of initiatives in the area of education for international understanding, co-operation and peace. Many of these initiatives have come from individuals, whether classroom teachers or members of the general community - very often concerned parents. Other initiatives have come from groups and organizations. These have included trade unions, especially teacher unions, and State and Federal Education Departments. In particular, the present Federal Government has made a firm commitment to education in these areas. Both the Minister for Education, Senator Susan Ryan, and the Minister for Foreign Affairs, Mr. Bill Hayden, have made significant and important statements about peace education.

As a result of this support and the enthusiasm of individual teachers, peace education in some form is taking place in many school classrooms and other learning situations across Australia. It would not be possible to detail all what is happening. Briefly discussed here are those in regard to (i) curriculum guidelines and policy statements, (ii) teaching materials, (iii) conferences and workshops, (iv) groups and organizations, (v) tertiary sector activities, (vi) human rights teaching, (vii) education in conflict resolution, and (viii) development education and multi-cultural education.

Curriculum guidelines and policy statements for schools. Curriculum guidelines or policy statements about studies in these areas have been issued in Western Australia, South Australia, Victoria and New South Wales.

A pilot project, run in co-operation with the National Curriculum Development Centre in Canberra and through the Catholic Education Office in Victoria and the Department of Education in New South Wales, has recently been completed, and a report on it was released early in November. The South Australian Education Department has appointed a project officer

with a direct responsibility in the area. In Western Australia the State Department of Education has approved a specific strand within the Social Science curriculum, as a result of input from practising teachers.

Teaching materials. Funding made available from various sources has enabled the establishment of a Peace Education Centre at Fremantle, where resources and teaching materials were developed by its project officers working closely with teachers and others.

In New South Wales teachers established a Peace Studies Curriculum Group in 1981, which has developed teaching materials and held in-service training courses and conferences.

Victoria has had a wide range of activities in the area of peace education for some years. Over the past five years, in addition to work going on in schools, two significant journals have been published - Peace Studies and Peace Dossiers. Peace Studies is a journal with an emphasis on disarmament and associated issues. Each issue of Peace Dossier explores a single topic in depth.

Conferences and workshop. There have been several significant national conferences in the past decade, namely the following:

1. 1980. One of the more important was held in 1980 at the Australian International Independent School in Sydney, and this led to the formation of the Peace Studies Curriculum Group.

2. 1984. Major national conferences were held by both the Australian Teachers' Federation and the Independent Teachers' Federation for their own members.

3. 1985. A national conference, co-ordinated by the Australian Teachers Federation, was held for all interested groups, including teachers from the primary, secondary and tertiary sectors of education as well as parents. The opening address was given by the Federal Minister for Education.

4. 1986. This year, the International Year of Peace, has seen conferences with many themes throughout Australia. One of the more important was a conference held in Sydney in August, sponsored jointly by the Association for Peace, Justice and Development Education (involving chiefly people working in schools) and the Australian Association for Peace Research (involving chiefly people involved in tertiary education).

Groups and organization. A number of groups and organizations concerned with peace education have developed during this time. These include national groups such as those mentioned above as well as groups at the State level with aims similar to these national associations, for example, Teachers for Peace (South Australia), the Peace Studies Curriculum Group in New South Wales and the Victorian Association for Peace Studies.

The tertiary sector. In the tertiary sector several universities and colleges offer courses in these areas. Of particular interest is the Peace Research Institute established at the Australian National University in Canberra with Federal Government backing.

Human rights teaching. During the past five years the Australian Human Rights Commission

has also taken an active role in developing the teaching of human rights. A major conference was held in 1983 in Adelaide, sponsored jointly by the Human Rights Commission and the Australian National Commission for Unesco on the teaching of human rights, focussing mainly on the tertiary level but also including a strand on the teaching of human rights in schools. Subsequently, the Human Rights Commission has published teaching materials for schools, aimed chiefly at the upper primary and lower secondary age groups. In addition, it has also published materials for education within the community as whole.

Education in conflict resolution. At the community level, there has been a great emphasis during 1986 on developing skills in conflict resolution; a Sydney-based group, the Conflict Resolution Network, has run workshops and published materials which has proving to be extremely valuable. Local groups are also to be found in many of the States.

Development education and multi-cultural education. There is an increasing concern and awareness of the need for development education. This is evidenced by the holding of several recent conferences, and by the considerable amount of resource material, both printed and visual, that has become available over the past few years. It has almost been published by the major Aid agencies but some has also been published by individuals at Universities who have specific research interests in this area. In regard to Multi-Cultural Education Federal funding was made available over a period of years to develop teaching materials and strategies in this area.

Problems encountered and action taken to resolve them

One of the main problems encountered in education on these issues is that many people are very suspicious of the motives of those promulgating the ideas. Another is that many teachers feel there is already too much to teach without taking on

anything extra. As a result, the most productive approach has been to see education in these areas not as a "new subject" but rather as something which can be integrated with an existing curriculum. Indeed, it may often be a matter of changing the approach to the existing content which is already well established within the curriculum. The role of teachers is critical, and thus a main concern is the need for effective teacher education in these areas.

Innovative strategies and materials used in Unesco Associated Schools

There has never been more than a few Associated Schools in Australia. Unfortunately, even where there was initial interest that interest has been hard to maintain when the teachers concerned moved on to other schools. As a result, Australia cannot make any direct input to this topic, although it is possible to draw on the experiences of a wide range of groups and individuals involved in education in these areas of concern, as outlined in the Sections on Curriculum Guidelines and Teaching Material. While therefore there are at present very few schools active as Associated Schools, many schools around the country are taking up the challenges set before them in developing education for international understanding, co-operation and peace.

Suggestions for strengthening the Associated Schools Project

Australia wishes to draw attention to the success it has had in some States of a school or schools "twinning" with a school or schools in other countries. At its most simple level this can be simply through an exchange of letters between students. This can lead to the exchange of other information, and so on. In addition, a number of schools have become involved in using computer technology to allow students to "talk" directly with each

other. This has proved particularly valuable where students are learning the "foreign" language. Australia would like to suggest that "twinning" of schools in these ways would be of great value in strengthening the Associated Schools Project and broadening it beyond the schools which are involved at present.

BANGLADESH

Since the association of Bangladesh with the project in 1977, a total of 20 educational institutions, which include primary and secondary schools and training institutes, have been enlisted to the Associated Schools Project (ASP). While this number remained static over the years, the concept of the project has already spread well over the whole country especially in the primary and secondary school levels of education.

In addition to the above steps taken, four Primary Training Institutes and one Teacher Training College have trained teachers to incorporate the concept of international understanding, co-operation and peace in the syllabi and course contents of the core subjects. For greater appreciation and reception of the new course contents by the teacher trainees they organize seminars, symposia, dramatic performances and cultural functions focused on the theme of education for international understanding, co-operation and peace have been organized.

Some revisions in the school curricula and course contents of different levels in Bangladesh have been made incorporating the concept of education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms. Textbooks in different core subjects

including history, geography, social studies, etc. at primary and secondary school levels have been revised in recent years with a view to familiarizing students with the socio-cultural background of children of other countries. Textbooks, both for elementary and secondary education, now contain reading materials aimed at inspiring the young learners to know and respect the cultures, traditions and life styles of the peoples of other countries and thus to inculcate in them the spirit of mutual respect and understanding conducive to international peace and co-operation so as to ensure a better and happier future generation of mankind.

The Unesco Club movement although working in a wider perspective, has also played a positive role by establishing units in educational institutions. In spite of the fact that the Unesco Club movement has gained momentum in Bangladesh, due to some obstacles and limiting factor, it has yet to leave a lasting impact on the formal stream of our educational system. However, efforts are being made to remove the difficulties and to revitalize the Unesco Club movement in Bangladesh so as to make it an effective mechanism for involving people of all sectors and age groups, including students of schools, colleges and universities, in fostering the ideal and goals of Unesco, which is ultimately aimed at the establishment of universal peace through international understanding and co-operation. The possibility of evolving a mechanism of linking the Unesco Club movement with the Associated Schools Project is also under study in Bangladesh.

Regarding the achievements in regard to the ASP in Bangladesh, the fact is that the project has yet to make any significant headway. In the recent past, however, at the initiative of the Bangladesh National Commission for Unesco, the matter was brought to the attention of the Ministry of Education. A high

level committee was constituted by the Ministry requiring it to recommend measures for effective re-organization and expansion of the ASP in Bangladesh and also for implementation of the Unesco Plan for the Development of Education for International Understanding, Co-operation and Peace. Accordingly, the following course of action has been recommended for strengthening and expanding the ASP and for the revision of school curricula and textbooks for primary, secondary and tertiary levels.

First, an expert group drawn from amongst curriculum developers, educational planners, educational administrators, teachers of both primary and secondary schools, teacher trainers, etc. is to be assigned the task of (i) reviewing the existing curricula and textbooks of different levels and classes to identify the course contents and reading materials relevant to the concept of education for international understanding, co-operation and peace; (ii) examining the nature and extent of incorporation of such concepts; and (iii) developing appropriate course content and reading materials including teaching guides and training materials, etc. for different levels of students.

Second, a National Seminar on the Associated Schools Project is to be organized in which, besides the participating institutions, some selected additional institutions, representing different administrative zones and also representing different levels and types of institutions, will be invited to participate, along with national level educational experts, planners, curriculum developers and educational administrators. The findings and recommendations of the expert group, mentioned above, will be considered in the proposed National Seminar for interaction, cross-fertilization and for adoption of the final recommendations to the Ministry of Education, for the latter's decision and implementation.

In order to strengthen the ASP, some measures at the national level and some at the Unesco level seem essential. First, at the national level, there should be an effective co-ordinating mechanism, such as a National Co-ordination Committee composed of representatives from the participating institutions, educational administrators and planners, curriculum and textbook authorities, Unesco Clubs, National Commission for Unesco, etc. A national body such as this, should be entrusted with the task of initiating, organizing and co-ordinating all programmes and activities of the project.

Second, since the students at the lower tiers are unable to read and understand materials produced in languages other than their own mother-tongue, some arrangements for reproduction of such materials in the national languages may enable students to have interest in them.

Third, the National Committee may be required to develop an annual calendar of activities in consultation with the participating schools. Such an annual programme of activities should be finalized before the close of the preceding year. The national programmes could then be sent to Unesco for compilation and publication of the same and to make them available to other Member States. This would stimulate activities under the project in each of the Member States.

Fourth, the Asian Cultural Centre for Unesco, Tokyo, under its co-publication programme produces "cultural kits" covering different cultural aspects of the countries of the Asia-Pacific region. The National Committees on ASP may take appropriate steps for dissemination of such materials among the participating schools.

Fifth, under the annual programme of activities there should be provision for holding an annual

meeting or seminar at the national level to review the past activities and to adopt future programmes.

At the Unesco level, the folllowing activities could be undertaken to strengthen the ASP.

- Publication of a bulletin and its distribution among the national committees and participating schools to facilitate exchange of information. It should contain inter alia news on programmes and activities organized in different Member States about the ASP. It might also contain other features like news in brief on international issues of outstanding importance.

- Organization of inter-country study visits of small groups of students under the leadership of one/two teachers will familiarize the students and teachers with the socio-cultural, political and economic aspects of the nations and stimulate interest in the project. In organizing such study visits, the host countries might provide accommodation, food and local transport, and Unesco might provide travel costs.

- Finally provision of a built-in programme of evaluation in each of the Member States should be initiated.

CHINA

China does not have Associated Schools yet. China is, however, participating in the Regional Meeting to learn more about the Associated Schools Project (ASP), with the aim in view of participating in the Project soon.

China, however, has well established Unesco Clubs, particularly in the Beijing Municipality. It is recognized that Unesco Clubs are quite different from ASP. ASP is mainly concerned with promoting education for international understanding, co-operation and peace in school. Unesco Clubs, however, may start with the school and expand to the community. ASP may also reach out to the community, hence there are similarities between ASP and Unesco Clubs.

There are ten Unesco Clubs in the primary schools, secondary schools, Institutes of Education and the Children's Palaces. They were set up only in May this year with the aim of encouraging young people to be acquainted with Unesco's aims and purposes. Besides after-school activities, every Club knows that it has to promote international understanding, contribute to the development of society, and make a contribution to world peace.

In the ten Unesco Clubs, 10,000 students and teachers take part, consisting of more than 300 subgroups. Their activities are rich and colourful. Five of the schools have made international relationship with schools in Japan, Switzerland, Australia and the United States. The sister-school systems gave the students a chance to exchange letters, pictures, accounts of school activities and so on. For the first time, Unesco Clubs sent a girl student, age 14 to Japan. She can play the xylophone quite well and performed with Japanese students. This was highly appreciated. These are good bases from which to start the Associated Schools Project to educate young people in China in international understanding, co-operation and peace.

China also celebrated the International Year of Peace. Responding to the call for the International Year of Peace adopted by the U.N., China established a Commission for the International Year of Peace. In March, at the Great Hall of the People in Beijing,

there was a big meeting where Prime Minister, Zhao Ziyang gave an important speech. During the International Year of Peace we had many kinds of activities. The Ministry of Posts and Telecommunications put on sale special stamps for the International Year of Peace. China Bank issued gold and silver coins. The China Central Television organized a contest focussing on knowledge about different countries of the world. Some exhibitions consisting of photographs and drawings were organized for the public. Religious groups held a ceremony to pray for world peace. A lot of people planted "peace trees" in the spring. A hundred young singers from the whole country gathered in Beijing and sang the special song, "Filling the World with Love".

Delegations were sent to attend international activities and meetings in London, Bangkok, Geneva, Warsaw, Rome and Osaka as well as other places. On 5 November, the run around the world relay race with the torch of peace arrived in Beijing and the Chairman of the country, Li Xiannian, lit the torch. With the torch, runners from many countries ran up to the highest point of the famous Great Wall.

The Unesco Clubs held a meeting to celebrate the International Year of Peace and the 40th Anniversary of Unesco. After the meeting, girls and boys gave a two-hour performance.

Up to now, China has not been involved in the ASP, but, is interested in it. Through its participation in this meeting, the Chinese National Commission for Unesco, hopes China could get a better view of this Project.

Education for international understanding, cooperation and peace is needed in our world. People in the world want to have peace, and since children are the hope of the future, it is essential that young people understand the importance of world peace. The ASP is an effective way of achieving this aim.

INDIA

India joined the Associated Schools Project in 1953 with six institutions. The number has now risen to 37, which comprises 10 teacher-training institutions and 27 composite schools having both primary and secondary departments. These schools work on three main themes: teaching about the United Nations and its specialized agencies; teaching about human rights and fundamental freedoms; and teaching about other countries and cultures. The Indian National Commission for Unesco has always held the view that ASP is of vital importance for India and the world and that more schools and teaching-training institutions should be brought within its fold. For obvious reasons, it was not possible to increase the number of Indian schools linked directly with the Unesco Secretariat in Paris under the ASP. The National Commission, therefore, prepared an expanded programme in India to cover a large number of schools and teacher-training institutions in the country. The expanded programme received an encouraging response in the country and at present there are about 330 institutions which have been covered under the expanded programme.

Achievements

Briefly discussed here are the achievements with reference to the Recommendations of the 1974 General Conference and the 1983 Intergovernmental Conference on Education for International Understanding.

The general aims of education in India broadly conform to the guiding principles of the recommendations made at the 18th Session of General Conference of Unesco held in 1974. Inculcation of a feeling of brotherhood and international understanding has been stressed, explicitly or implicitly, as an important objective of education in India at all stages of study.

Special emphasis has also been placed on many facets of education including international understanding and human rights. For wider dissemination of the 1974 Recommendation, the Indian National Commission arranged for its translation into Hindi (national official language) and it was widely circulated to universities, schools, teacher-training institutions, etc. The other instruments (universal declaration of human rights and two international covenants on human rights) have also been translated into Hindi for mass circulation to all Unesco Clubs, Unesco Associated Schools in India and all educational and teacher-training institutions in the country.

The 1974 Recommendation and the recommendations made at 1983 International Conference concerning international understanding, co-operation and peace, and education relating to human rights and fundamental freedoms, find reflection in some form or the other in the syllabi and textual materials of civics, political science, history, geography, science and languages at all levels of school education, including teacher-preparation and out-of-school education. The various foci in different subject-courses of social sciences, at the school stage, are: the role of the UN and India in the promotion of world peace and understanding, the basic unity of mankind as seen in the story of human civilization, interdependence of various geographical regions of the world, linkages between national development on the one hand and world problems such as disarmament, human rights, new international economic order, population growth and environmental pollution on the other.

At all stages of schooling an independent unit covers the study of the UN and its functions. Through the study of this unit, interest in issues relating to world co-operation, understanding and peace is promoted. These problems are understood in the

context of the basic principles of Indian foreign policy and the world politics. Stress is laid on the UN's positive role in solving world problems and the limitations it has in performing its role. Teacher education emphasizes the contribution of great educators of India and other countries to educational philosophy. The university courses in history, geography, political science and sociology, provide opportunities for promoting international understanding.

The National Council of Educational Research and Training (NCERT) has not only produced a good collection of filmstrips and films on international education but has also brought out publications which cover different aspects of international education.

The activities of schools and teacher-training institutions participating in the Associated Schools Project and the expanded programme for education for international understanding are reviewed from time to time with a view to providing greater stimulus for strengthening and enriching the activities undertaken by these institutions. The Indian National Commission has also organized orientation courses for the Co-ordinators of Associated Schools participating in the project. In order to encourage activities on a wider and more varied scale, the Indian National Commission has also formulated a scheme for providing financial assistance to Associated Schools and Unesco Clubs and other voluntary organizations to encourage them to undertake projects about education for international understanding and other programmes aimed to achieve the goals and objectives of Unesco.

Considering the importance which India attaches to education for peace and respect for human rights as well as the need for appropriate follow-up action on the recommendations of the 18th General Conference of Unesco (1974), India submitted a resolution at the 23rd Session of the General Conference of Unesco inviting the Director General to initiate measures for

establishment of a resource centre for international education for providing assistance to Member States in their efforts for integrating international education with curriculum for education, both formal and non-formal, at different levels and to perform certain functions with a view to fostering development of education for international understanding.

Some of the problems faced by the Indian National Commission for Unesco, the State Governments and the participating institutions in the execution of the project are mentioned below:-

1. The project is an appendage to the normal programme of the schools. In India with an examination-oriented system what is not examined in the public examination, is not taught in the classroom and what is not included in the curriculum, is not examined. Consequently, the Associated Schools do not always take the project activities seriously. Other problems at the institutional level are: heavy work-load of teacher-in-charge of the project; lack of proper co-operation and support from other teachers; lack of sufficient funds to enable the teacher to carry out the work plan; absence of orientation programmes for teachers; non-availability of materials in regional languages as also resources of various kinds both for teacher and the students; lack of proper machinery for evaluating the programmes undertaken by the institution; and absence of standardized tools to evaluate the impact of the programmes on students, particularly in terms of inculcation of desirable attitudes and values in them.

2. At the state level, the Co-ordinating Officer hardly finds enough time to devote to this project because of a pre-occupation with other official work. Moreover, incentives are lacking to encourage the officer to take an active interest in the project.

3. India is a multi-lingual country and about 70 per cent of the population of India lives in villages. Source and reference materials, which are received from Unesco about the Associated Schools Project or Unesco Clubs, being in English, prevents the national co-ordinating agencies from disseminating the message of international understanding and co-operation in the rural areas. These are by far the most important catchment areas amongst the vast majority of the population for generating awareness about the role and importance of Unesco and about education for international understanding, co-operation and peace, human rights and fundamental freedoms.

4. Inadequate supply or compilation of source and reading materials on the Associated Schools Project with reference to studies undertaken, evaluation made or responses received or innovative strategies designed for its promotion, also affects the sustained interest of the participating institutions.

5. Generally, the Unesco handouts and charts are received in small numbers with the result that their use become restricted and the benefit which is expected to accrue in regard to a wider dissemination at a larger scale is minimized.

6. The project is intended to have a multiplier effect - once activities are completed, and assessed by the educational authorities and the results are circulated, it should be possible for other schools in the country to learn about these activities and undertake similar activities. In actual practice, the exchange of information about experience acquired is limited and restricted to issue of bulletins and circular letters. There is a need for putting these exchanges on a more regular footing and to involve various state-level agencies concerned with the development of the curriculum, preparation of textbooks and other teaching-learning materials for a wider impact on the entire school system.

Strategies used to overcome problems

To overcome many of these problems, the Indian National Commission for Unesco has increasingly used the resources of the National Council of Educational Research and Training in India, a body set up to deal with all aspects of school education including curriculum development and textbook preparation, which has acquired rich experience in the preparation and production of prototype learning-teaching materials in school subjects. Education for international understanding, co-operation and peace as well as the UN System, its specialized agencies, human rights and fundamental freedoms has been included in its work and thus has been integrated in the curriculum of schools and the teacher-training institutions in the country with a fair degree of success. It has also developed a systematic model for trialling and evaluating the learning-teaching materials in these areas of interest and concern. As a result, some of the state-level agencies and bodies authorized to prescribe textbooks have taken

appropriate steps, in the context of their local conditions, to incorporate study of contemporary world problems and education for international understanding and co-operation in the school curriculum.

The Indian National Commission, as already pointed out, has also arranged for the translation of the 1974 Recommendation into Hindi for circulation on a far wider scale. The Universal Declaration of Human Rights and the two international covenants on human rights have also been translated so that these have been made available to all the State Governments, Unesco Clubs, Associated Schools, Teacher Training Institutions and other educational institutions in the country.

The Indian National Commission has also organized orientation courses for the Unesco Clubs leaders and heads of Associated Schools with a view to revitalizing the sustained growth of the programme of education for international understanding and co-operation and to enlist their active support for a nation-wide movement of developing the right kind of values and attitudes in the young students.

The Indian National Commission also applied experimental techniques to classroom study of selected global problems, such as human rights, disarmament and a new international economic order, with a view to evolving model learning-teaching materials and a systematic model for trialling and evaluation.

Another innovative strategy which was used was a survey on "Education for International Understanding" conducted by the National Institute for Educational Planning and Administration, New Delhi with special reference to the Indian experiences of the Associated Schools Project. The survey covered all levels of study and forms of education although greater stress was laid on the different stages of school education in view of the fact that attitudes formed among the school children are everlasting.

INDONESIA

Indonesia joined the Associated Schools Project in 1953 and began with one secondary teacher training school. In 1983, the number of schools which joined the project was expanded to eight - four at the secondary level and four at the university level. These are co-ordinated by the Indonesian National Commission for Unesco.

Through the co-ordination of the Indonesian National Commission for Unesco, ASP has undertaken the following activities:

a) Recommended materials to be taught;

b) Recommended programmes to be implemented;

c) Set up a national team consisting of all teachers of ASP, educational authorities and some research institution staff;

d) Set up exchanges of programmes and materials among ASP of the same level;

e) Translated necessary materials to be used at the secondary level; and

f) Assigned one ASP to publish a three-monthly bulletin in the national language for distribution to other associated schools and other schools interested in the project.

Four basic problems related to Associated Schools have been identified as a lack of:

a) proper materials for teaching, especially materials for teaching values, traditions and culture;

b) knowledge of the methodology of teaching International Education;

c) funds; and

d) audio-visual aids.

Solutions to these problems however are being continually evolved. The following are suggestions for strengthening the ASP in Indonesia:

1. There should be a network of Associated Schools co-ordinated by the Unesco Regional Office, Bangkok, at the regional level, and by the Indonesian National Commission for Unesco, at the national level.

2. Co-ordinators of ASP should meet every two years to discuss the future programmes and to evaluate the programmes of the past.

3. The syllabus for schools joining the project should be developed with the support and co-ordination of Unesco Regional Office, Bangkok.

4. Teachers of ASP should be properly educated with the support and co-ordination of the Unesco Regional Office, Bangkok.

5. Unesco, Paris should provide more budget for ASP programmes and decentralize such programmes to the regional office.

6. The Unesco Regional Office, Bangkok should communicate with the Ministries of Education

of the Member Countries which are not yet associated with the project, about the importance of ASP and the benefits to be derived by schools in joining the project.

JAPAN

Japan has been a member country of the Unesco Associated Schools Project from its start in 1953. In Japan there are 21 Unesco Associated Schools - four are elementary schools, nine are lower secondary schools, and eight are upper secondary schools.

The importance of education for international understanding has been gaining recognition as a means of coping with the recent rapid drive to make Japanese society more international and in order to help Japanese citizens become more trusted and respected by other members of the international community.

The outcome of activities of Associated Schools in Japan have been taken into account in the revisions of national curriculum guidelines entitled "Courses of Study" for elementary and secondary schools.

In the "Course of Study" for elementary and secondary schools, the Ministry of Education, Science and Culture specifies with regard to teaching of "social studies", for example, that schools should give consideration to having children think about the role of Japan in the world community and to developing in children the spirit of contributing to international co-operation, by means of learning about different countries and different regions in the world, the history of international relations, the United Nations, and other relevant matters.

Regarding methods and techniques for teaching and learning for international understanding, a variety of audio-visual aids are widely used in education for international understanding. Many schools use video materials and photo albums to help students enjoy studies dealing with the way of life in other countries, the culture and history of other people and other similar subjects.

In addition to this usual practice in classroom teaching, many Associated Schools carry out a variety of activities for international exchange. These include exchange of children's essays and paintings with foreign schools, and mutual visits of students to each others' schools between Associated School in Japan. Some Associated Schools actively accept children who have returned home from a long stay abroad.

In order to help students develop an international mind, some upper secondary Associated Schools offer specialized courses in which emphasis is placed on education for international understanding.

Regarding extra-curricular activities, students in some upper secondary Associated Schools conduct some studies on specific themes chosen by themselves as part of their Unesco Club activities.

The following problems, however, have been identified out with regard to the present activities of the Associated Schools in Japan:

1. One of the most critical problems is that liaison and co-operation among different Japanese Associated Schools is quite inadequate and also between Japanese and foreign schools participating in the project.

2. Each Associated School is provided with relevant information only by the Japanese

National Commission for Unesco. So far, limited efforts have not been made for mutual exchange of information among different Associated Schools in Japan.

3. Each of the Associated Schools in Japan has tended to repeat the same activities every year without developing new programmes, because the schools have not had enough chance to be informed of useful activities carried out by other Associated Schools.

There is a great need for the Japanese National Commission for Unesco to encourage each Associated School to develop more distinctive and creative activities.

PAKISTAN

School age is the best time to inculcate attitudes of love, patience, peace, and international understanding. Students should be made aware of the fact that they are part of a global community; knowledge of other nations, beliefs and ways of living should help to arouse feelings of understanding and friendship for them. Towards this end, the Unesco Associated Schools Project has been successful in achieving its objectives by helping teachers and students to acquire knowledge, values and attitudes needed for living in the world community. There has been a ready response from teachers and students alike in Pakistan which has helped in the development of education for creating international understanding.

In order to achieve maximum benefits from the project, the Pakistan National Commission for Unesco (PNCU) has 50 schools, mostly comprehensive

or pilot secondary schools under the project, spread throughout the country. Efforts are, however, being made to include more schools under the project, including teacher training institutions and rural schools. On behalf of the PNCU, Allama Iqbal Open University is responsible for organizing, co-ordinating and guiding the various activities of the project. The university also acts as a Clearing House for the project. The member schools are encouraged to organize Unesco Clubs which undertake the following activities for promoting international understanding, co-operation and peace.

a) Pen-friendship;

b) Exchange of picture cards with member institutions within and outside Pakistan;

c) Collection of postage stamps and their preservation;

d) Organization of cultural and dress shows:

e) Speech and essay contests and debates on topics related to international understanding, co-operation and peace;

f) Projects for collecting information about various countries; and

g) Celebration of anniversaries of eminent personalities including poets, philosophers and thinkers.

At the national level, the following activities are organized for development and promotion of education for international understanding:

a) A quarterly publication "Newsletter of Unesco Associated Schools Project";

b) An annual national convention of the member schools;

c) Holding United Nation's Day celebrations annually;

d) Special lectures on the working of Unesco and objectives of the project; and

e) Celebration of national days of friendly countries by the member schools.

The first national convention was held in 1974 at Islamabad on the occasion of 20th Anniversary of Associated Schools Project and since 1979 this has become a regular annual feature. The convention has proved very useful for the promotion of education for international understanding. During the convention, lectures are delivered by eminent scholars on various themes of the project and discussions are held on various topics relating to international understanding.

The recommendations of the 1985 National Annual Convention, which relate to some of the issues and problems, were as follows:

1. In future conventions of the project, in addition to the heads of the institutions and teachers in charge of Unesco Clubs, some active and interested students should also be invited.

2. Inter-school visit programmes to observe the operation of Unesco Clubs should be arranged and Unesco should be asked to provide funds for this purpose.

3. On the eve of the annual convention an inter-school Unesco Club competition should be arranged and in this connection, an exhibition should also be organized.

4. The Officials of the National Commission and faculty members of the university should visit the member schools from time to time to encourage, guide and supervise the functioning of the Unesco Clubs.

5. International visits of the most active member institutions should be arranged. Unesco should be asked to sponsor such programmes.

6. Unesco bulletins, magazines, relevant books and information materials should be provided to the Unesco Clubs free of cost.

7. On the eve of the convention, films and pictures about the activities of member institutions in other countries or about the culture and customs of other nations, should be arranged. Also, during the year such facilities should be provided to various clubs.

8. To make the activities of the clubs more active, flags, badges, bulletin boards, pictures, maps and charts should be provided to the member institutions.

9. Membership of the project should be increased and teacher training institutions especially should be included.

10. The ASP Newsletter should be printed.

11. All the member institutions should be invited to the convention instead of only a selected few. Unesco should be approached to increase the funds for this purpose.

12. Prizes and awards should be arranged for the most active and interested institutions and individuals.

Difficulties, issues and problems

At present only 50 comprehensive and pilot secondary schools are members of Unesco Associated Schools Project in Pakistan, but there are 72,053 primary schools, 6,053 middle schools and 4,114 secondary schools and 65 teacher training institutes in the country. 50 Schools is an insignificant figure.

If this project is expected to make any visible effects on future generations, then at least one per cent of the various levels of school should be included in this project. In terms of absolute numbers in Pakistan, this would mean 590 primary schools, 60 middle schools, 35 secondary schools and one teacher training institute. This would need an organizational infrastructure and their finance.

All the developing countries where there is a high percentage of school children out of school are faced with a similar situation as there is competing demand for limited resources.

The developing countries also need assistance for developing, printing and distribution of material regarding international understanding. The member schools, their students and teachers also need to be encouraged through incentives like awards,

medals, prizes and visits within the country and abroad. The Regional Office may provide assistance for organizing sub-regional and regional conventions with representation from selected Member States.

Future plans and prospects

Plans

i) As already mentioned in the paper, we intend to make the national convention of member schools a regular feature on annual basis.

ii) The "News Letter" which is now published quarterly is being enriched in terms of its content and, if finances permit, it will be published more frequently.

iii) The national convention will also have an exhibition regarding the activities of the member schools for international understanding.

iv) Membership will be increased to include more schools, particularly teacher training institutions and rural schools.

Prospects

Prospects are unlimited and one can go on describing many. The future prospects may be considered at national, multi-national, regional and international level. A few are mentioned:-

i) Participation of member schools in national conventions of other countries, at least on a regional basis.

ii) Exchange of materials published in various countries regarding education for international understanding, and its translation and distribution to member schools.

iii) Production and distribution to member schools of films and film strips regarding international understanding after dubbing in various languages. Supply of films and film strip projectors to member schools which do not have them.

iv) Tours and visit of students and teachers of the member schools to other member schools at national, regional and international levels.

v) Unesco should provide leadership in the formulation of concepts, methodology and content of education for international understanding.

vi) Inter-school competitions among member schools at provincial, national or international levels should be arranged.

vii) Prizes, medals and awards should be instituted at national, regional and international levels for the encouragement of the best member schools.

viii) Efforts should be made to increase membership at least to one per cent of schools at various levels.

ix) All member schools should be invited to national conventions.

PHILIPPINES

In a span of about 32 years the Unesco Associated Schools Project in the Philippines has gradually inched its way toward the realization of Unesco's concern for education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms.

Achievements

Membership - Starting from four member-schools, membership has expanded to almost 300 belonging to elementary, secondary and tertiary levels.

National policy, planning and administration

1. From time to time, the Ministry of Education issues policies relating to (i) encouragement of schools to join the project; and (ii) participation in the celebration of important events and occasions through various projects and activities.

2. The Philippine Constitution of 1986 embodies new provisions addressed to the establishment of social justice, exercise of human rights and fundamental freedoms, and attainment of peace.

3. The Philippine revolution of 1986, aptly described as a bloodless revolution propelled by people power, as well as the call for a ceasefire and peace talks between the government and a group of insurgents, are classic examples of solving enmity and discord through peaceful means.

Actions regarding learning

1. The Ministry of Education through its new elementary curriculum (1982) has given emphasis to two main concerns - HUMANISM (developing potentials of individuals to the fullest) and FILIPINISM (sense of belonging to a national community). These broad values may be applied and amplified to a much larger community such as the Asian community and finally to a global community.

2. Respect for human rights, while given due importance in the past, is now being confronted with a more concerted and deliberate effort.

3. The Ministry of Education has embarked on a massive value re-orientation drive.

4. Ethnic and indigenous communities are given better attention and opportunities for development.

5. Education of the young finds its application in the community in eradicating conditions which perpetuate and aggravate problems affecting human survival and well-being.

Action in various sectors of education

1. Pre-school education is also getting the attention of government and non-government entities in order to help it become more dynamic and effective in terms of enabling the learners to become more aware of their social environment their sense of belonging to larger communities.

2. Active involvement of students in solving major problems affecting local, national and international levels is now being felt. They have become more vigilant and can express their thoughts and feelings in various fora.

3. Non-formal education has expanded and strengthened its programmes and projects. In a recent activity, wives and dependents of overseas workers were given training in entrepreneurial endeavours to keep them busy and at the same time contribute to the economic stability of the family and the nation.

Teacher preparation

1. Academic freedom is enjoyed by all institutions of higher learning.

2. An educational re-orientation programme for teachers is being undertaken, which intends to produce teachers with a positive outlook and a stronger commitment to their job coupled with upgraded competencies related to teaching.

Educational equipment and materials

Most national conferences and seminars of the Associated Schools in the Philippines include the preparation of instructional materials. In-house reviews and trialling of the materials ensure that they are free from elements liable to give rise to misunderstanding, mistrust or contempt with regard to other ethnic communities and peoples. A set of materials entitled, Global Community Education: A Philippine Model was appropriately acknowledged in an international conference held in Norway.

Research and experimentation

1. The Philippines has been involved in carrying out an experiment related to teaching and learning about three selected world problems - disarmament, a new international economic order and human rights. To these was added the issue on apartheid. Three secondary schools were involved in the experiment.

2. Exemplary teaching-learning units on world concerns for primary, secondary and teacher education were trialled in selected Associated Schools.

International co-operation

1. The National Federation of Associated Schools Project in the Philippines has affiliated with the World Federation of Unesco Clubs and Associations with Headquarters in Paris, France. It is also a member of the Asian Federation of Unesco Clubs and Associations with Headquarters in Japan, Tokyo.

2. Some affiliated schools have established a student exchange programme with Japan.

3. The Philippines has been visited by Unesco Clubs and association members from Japan, Bangladesh, India, Indonesia, Tanzania and Switzerland.

Problems

1. Rapid turnover of teachers, administrators involved in the project.

2. Absence of a wider range of involvement in the national and regional levels.

3. Inadequate funds for projects.

4. Inadequate support of projects and activities from the people associated with the project.

5. Inadequate monitoring of projects.

6. Lack of full support from national authorities.

7. Inadequate dissemination of Unesco ideals and principles.

8. Lack of close co-ordination between and among agencies charged with Unesco activities.

9. While most projects and activities cater to local needs and problems a spectrum of interrelationship in terms of learning about culture of other countries, propagating universal friendship and global education seem wanting.

10. Some projects need the essence of world mindedness and linkages with other countries.

11. There has been a lull in the 1984-1986 period for Unesco Associated Schools Project in the Philippines. This was the result of a change in leadership twice over during the period. Authority has to be given by the Minister to continue with the Project. The present Minister has asked a group to assess the ASP but so far there has not been any recommendation.

Innovative strategies and materials used

An event which may be considered a novelty in the Philippines Associated Schools' experience was the International Camp organized in 1983. The camp was observed by leaders and administrators and as a result it is hoped that the experience will motivate them to organize a similar activity in their own localities.

Suggestions for strengthening the associated schools

a) A national co-ordinating mechanism has to be set up;

b) Policies have to be established on (i) involvement and participation of sub-regions, both government and non-government; (ii) the system of monitoring and co-ordination; (iii) the integration scheme for Unesco ideals and principles in the school curricula; and (iv) the strengthening of world mindedness and linkages with other countries;

c) Dissemination efforts have to be encouraged and strengthened;

d) Advocacy measures have to be formulated; and

e) Existing centres have to be maximally utilized.

REPUBLIC OF KOREA

The Republic of Korea joined the Associated Schools Project (ASP) in 1961. It has gone through four distinct stages, namely: launching period 1961-1964, activity period (1965 to 1971), "dull" period (1972 to 1979) and revival period (1980 to the present).

The ASP in Korea strictly followed the guidelines and principles suggested by Unesco. There are 37 schools (nine primary schools, six middle schools, eighteen high schools and four junior colleges) which are associated with the project at the moment. It is hoped to keep these schools as experimental schools, but it is also hoped that materials and methods about international understanding, co-operation and peace used in ASP could be eventually integrated in the curricula and textbooks for use in all schools in the Republic of Korea.

As early as 1965, a Special Committee for Unesco ASP was established within the Korean National Commission, whose main function is to set general policies for the Project.

Since 1962, a national seminar has been organized annually, the main purposes of which are to articulate the necessity for education for international understanding, and to explore innovative methods. In addition, in 1981, the National Commission organized a Regional Meeting of Associated Schools in Asia.

The ASP has also undertaken research activities including the following:

Review of literature. This deals mainly with the historical and philosophical approaches to education for international understanding.

Empirical Studies. This includes content analysis of textbooks to look into topics on international understanding, comparative studies on the effect of various teaching methods, surveys on attitudes and knowledge about international understanding, etc.

Various action-oriented activities have been undertaken, including contests about other countries, reading clubs and UN General Assembly meetings.

Publications in Korea about ASP include: (i) Resource Unit for Teaching Social Studies; (ii) Teacher's Guide Book for Education for International Understanding. In addition, many Unesco publications have been translated into the Korean language.

The ASP in Korea are faced with a number of problems, including the following:

a) The examination system. There is a highly competitive university entrance examination and since education for international understanding is not included in the examination, students are not interested in it;

b) Materials. There is scarcity of appropriate materials for both students and teachers; and

c) Finance. Funding is often the obstacle to the implementation of much needed activities such as research, experimentation and evaluation.

Nevertheless, Korea is keen to expand and strengthen ASP through a number of innovative strategies. This includes the following:

1. **Strengthening the role of the national co-ordinator.** The roles of the co-ordinator could include (i) planning activities for education for international understanding, (ii) assisting associated schools to implement planned activities, (iii) evaluation of project implementation, and (iv) developing teaching aids and materials.

2. **Development of innovative strategies.** This includes analysis of textbooks (national and foreign books) to ascertain inter alia the adequacy of treatment of education for international understanding; production, collection and dissemination of educational materials (e.g. on international understanding, co-operation and peace); collection and transformation/translation of resource materials such as those developed by Unesco Paris, and other Associated Schools from other countries.

3. **Extra curricular activities.** Much could also be done to promote international understanding through extra curricular activities, clubs, and in connection with the study of foreign languages.

4. **Teacher education.** As the teacher plays a crucial role in education for international understanding (EIU), efforts need to be intensified to infuse EIU concepts in the pre- and in-service teacher education programmes.

5. **Management.** ASP should be a model and should set an example for other schools. As such it needs ASP funding and good teachers.

6. **Social education.** What ASP has to offer must reach out to the parents and the community, if only to ensure that what is learned in school is appropriately reinforced.

The other suggestions regarding ASP are (i) ASP should be supported by educational policy at the national level; (ii) more ways should be devised to encourage teachers to participate in ASP; (iii) teachers should be provided with training regarding education for international understanding; (iv) leadership training courses should be provided for student leaders; (v) Unesco should develop materials on world problems; and (vi) Unesco should establish a resource centre for international understanding.

THAILAND

Thailand joined the Associated Schools Project in 1958 when two teacher's colleges - one in Bangkok and one from the province - enrolled as her first members. The two participating colleges were selected on the basis of their location as well as their readiness to implement the project. A staff member of the Secretariat of the Thailand National Commission responsible for the education sector has been appointed project officer. At the time of this report, 57 schools and colleges are participating in the project.

At the national level

The Ministry of Education is the major body directly responsible for the promotion of international understanding. It works through its various departments and offices.

Curriculum guidelines and policy statements for schools. The underlying emphasis of the Thai educational development policies is to inculcate at all levels the awareness and appreciation of national and international peaceful co-living. All the four themes suggested by Unesco are taught and/or incorporated into suitable main subjects; namely: (i) the United Nations and its agencies; (ii) study of other countries; (iii) human rights; and (iv) world problems.

Seminars and workshops. In November 1980 the Thailand Naitonal Commission for Unesco organized a national seminar for about 200 teachers of ASP in order to review the 1972-1980 activities; to improve international education teaching methods; to study and introduce Unesco's recommendations concerning Education for International Understanding, Co-operation and Peace; and to produce teaching aids and to plan activities aimed at promoting education for international understanding.

In 1982 the Thailand National Commission invited Associated Schools and colleges to participate in an inter-regional project of experimental activities on the teaching of contemporary world problems.

Groups and organizations. One major and rewarding outcome of the recommendation of the 1970 workshop/training course was the establishment of the Centre for International Understanding, which has been active in the promotion of national and international understanding.

Since the beginning of this decade, a large number of Cultural Centres were established either at teacher's colleges or at secondary schools throughout the country. Many of these colleges and schools are also ASP members.

In 1983 the Library and International Documentation Centre was established with assistance from Unesco, to serve as a resource centre for country files, ASP records of achievements, and so on.

Educational innovations. In 1983, 27 teaching/learning packages designed to improve the teaching of the work-oriented experiences area were completed. Some of the work areas were barbering and hair-dressing, poultry raising, clothing work, masonry, etc.

In 1986, six modules on population education were completed through the concerted efforts of resource persons from all the Teacher's Colleges and the Supervisory Unit.

The Department of Non-Formal Education has also been active and successful in their special programmes aimed at the upgrading of quality of life, the social and personal economic conditions and the literacy level of the population without formal education.

At the school level

The most common forms of activities in all levels: primary, secondary and tertiary, are exhibitions, cultural shows and displays, quiz contests, drawing and writing competitions as well as participation in various Unesco activities and celebrations.

Associated Schools Project

One outstanding project initiated by the Centre for International Understanding is the "Sister School Project", where students in an urban area help a poorer "sister" school in the rural area. Secondary students usually help by donating clothings, writing materials, books or sports equipment to the needy schools. Students in teacher's colleges construct classroom buildings or other necessary structures for their sister schools.

There have been workshops, training courses, remedial reading programmes, and a mobile library programme for primary school pupils among a multitude of other educational activities aimed at the promotion of education, sciences, and social studies.

One exceptional example of international co-operation is the practice teaching project between a Teacher's College in Bangkok and a College of Advanced Education in Sydney, Australia. Since 1978, a group of about 30 Australian student teachers have lived and worked for 3 weeks each year teaching English at the college as well as at two secondary and three primary schools in Bangkok. Out of this close co-operation emerged an Environmental Studies Programme with Thai lecturers working along with the Australian experts.

Activities organized to celebrate the International Year of Peace by Thai universities included a bicycle ride to ASEAN countries, Australia and New Zealand and presenting a symbol of peace to the representatives of each nation visited, and a simulation of the UN General Assembly, involving approximately 300 secondary pupils.

Problems

On the administrative side, the problems range from shortage of time due to heavy teaching/ learning programmes to financial and staff shortage. There have been attempts to solve the problems by setting up extra periods for the extra-curricular activities and by supplementing the limited budget through various fund-raising means.

Academically, major problems arise, because the main themes of international education are not openly stated in the new national curriculum. A related problem is the lack of teaching innovations that would help teachers see beyond the limited teaching of geographical, historical and cultural aspects of other countries. Moreover, Unesco materials usually come in English, therefore they are of little use due to the language barrier.

Innovations

The establishment of centres, like the Centre for International Understanding, and youth voluntary work in hospitals and nursing homes, are innovative attempts toward peaceful co-living.

Suggestions

Of utmost importance is the need for a mechanism that would be responsible for the planning, co-operation, support and following up of the work of all member schools and other related offices. Equally needed are expert services and guidance from Unesco, as well as scholarships and fellowships for students and teachers to visit other ASP in other countries. Academically, more work on the translation of English materials and workshops/training courses would greatly help strengthen the work of ASP.

Summary of achievements

Many of the countries represented in the meeting reported similar achievements. Generally, these manifested an effort towards the sustenance, improvement and expansion of the Associated Schools Project in the region.

Briefly, the achievements are as follows:

- Policy statements relating to education for international understanding, co-operation and peace have been issued.

- Statutory laws and national guidelines have incorporated the basic ideals and principles of the Associated Schools Project and utilized them as bases for curricular frameworks at all educational levels.

- Celebrations of special events such as the International Year of the Child (1979), International Year of Disabled Persons (1981), International Youth Year (1985), and International Year of Peace (1986) were appropriately undertaken through various projects and activities at all levels of education.

- Significant national conferences and seminars were organized to disseminate the intentions and purposes of the Associated Schools, to share experiences, review activities, improve strategies, and prepare teaching-learning materials.

- Revisions in the school curricula and course contents of different levels have been undertaken, incorporating the concepts of education for international understanding, co-operation and peace, human rights and fundamental freedoms. Textbooks in different core subjects at the primary and secondary levels were revised to dovetail with the curricula.

- Teaching and other resource materials were developed by centres, teachers, inspectors and curriculum groups for various levels.

- News, documents, teaching materials and other publications were translated and circulated to member-schools and the public.

- A multi-media approach in teaching the ideals and principles of Unesco has been utilized.

- Resource and culture centres were established where documents, materials, reports may be availed of by member-schools and the public.

- Universities and colleges offered courses related to international understanding, co-operation and peace.

- Expanded programmes, to cover a large number of schools and teacher-training institutions, were undertaken.

- A more deliberate and concerted effort in teaching human rights has been instituted. Human rights activities were organized not only to educate about the principles of human rights but also to make children and youth exercise and protect these rights.

- Development of proper attitudes and values among students and teachers for national integration has been given appropriate emphasis and focus, as these form the right and needed basis for developing international understanding.

- Selected Associated Schools were used as demonstration schools through which results of studies and activities were disseminated for the benefit of other member-schools.

- Pre-school education has also been getting the attention of government and non-government entities to make it more dynamic and effective in helping the children to become aware of their social environment and of belonging to wider and wider communities.

- Community outreach programmes were undertaken as an outcome of classroom instruction. The community serves as a laboratory for the application of learning to help eradicate conditions which perpetuate and aggravate problems affecting human survival and well-being.

- Experimental and research activities were undertaken in connection with: (i) the teaching of contemporary world problems at the secondary level, the results of which were reported to be satisfactory; (ii) the utilization of teaching-learning materials; and (iii) the issues concerning Unesco principles.

- Exchange programmes for students, teachers and cultural groups were established between and among Associated Schools within the country and the region.

Chapter Two

PROBLEMS AND ISSUES OF THE ASSOCIATED SCHOOLS PROJECT

Introduction

The problems and issues of the Associated Schools Project identified by the participants of the meeting to equal if not outnumber their achievements. These problems and issues are categorized within the following broad areas:

a) Selection, distribution, and expansion of Associated Schools;

b) Programme of teaching and learning in implementing education for international understanding, co-operation and peace;

c) Activities beyond the immediate school situation and the role of Associated Schools in relation to the wider community; and

d) Maintaining the vigour of the Associated Schools Project:

   i) Within Member States, and

   ii) Between Member States.

Selection, distribution and expansion of Associated Schools

Development and trends. The Associated Schools Project has grown from 33 schools from 15 Member States in 1953 when the Project was launched, to about 2,000 schools from 96 Member States in 1986. The rate of quantitative expansion varies considerably - some Member States have more associated schools than others. The quality of Associated Schools also varies. In some countries, Associated Schools are conceived as pilot/experimental schools designed to try out special programmes in the development of new teaching methods and techniques and materials for education for international understanding. Such strategies and materials hopefully then should permeate the curricula and textbooks which are intended for nationwide use.

Problems and issues. In some countries, the institutions in the Associated Schools Project tend to be clustered around the capital city and thus only urban and/or good schools are enlisted. Consequently, the replicability of successful experiences can be questioned.

Non-enlistment of schools in the primary level for the Associated Schools was intentional in a few countries due to the belief that the concepts relating to the ideals and principles of Unesco are beyond the comprehension level of primary school children. As a result, only secondary schools and teacher training institutions were enlisted as Associated Schools. Expanding the membership of schools in various levels requires additional effort, time and money in organizing and co-ordinating the activities.

The programme of teaching and learning in education for international understanding

Development and trends. Change is a constant characteristic of the times. Our natural environment keeps changing with new developments in technology, knowledge explosion, socio-political upheavals in some countries, economic disasters perpetrated by man and natural disasters. All of these call for a continuing change in education. At the same time, as human activities become more and more computerized and technologized, irrelevant or out-of-date materials and instruction have to be discarded or recycled to suit particular purposes. If efforts along the lines of promoting international understanding, peace and co-operation are to be co-ordinated, necessarily, these have to be communicated to as many people as possible in the interest of sharing with one another. More and more, there is also a need to cater to the needs of out-of-school youth, the disabled, school dropouts, and the pre-schoolers who all have different needs.

Problems and issues. A number of problems and issues have been posed in relation to teaching and learning in education for international understanding in, (a) Programme objectives; (b) Concepts and messages; (c) Instructional materials; (d) Teaching methods/Procedures/Approaches; (e) Evaluation; and (f) Teacher training and preparation.

The Project is an appendage to the normal or regular programme of the schools. As such, it poses a problem to countries with an examination-oriented system. What is not examined is not taught in the classroom. Consequently, the Associated Schools at times do not give much attention to the project activities.

Integration seems to be the best arrangement in incorporating Associated Schools Project concepts

and messages when they are not in the regular school curricula. Various integration schemes can be applied by the Member States based on their needs, curricular structure and instructional practices. Teachers implementing the programme are not necessarily oriented and trained in these integration techniques, thus making instruction in international understanding ineffective.

Concepts of international understanding, co-operation and peace, human rights and fundamental freedoms, aside from being broad and abstract are value-oriented. Instructional strategies/approaches and evaluation measures in this regard are not easy to handle and implement. Teachers get minimal assistance, if any, in tackling this instructional difficulty. The result is learning that is focussed only on the cognitive, the thinking, and not on the feeling, the affective and behaviour.

Scarcity of proper materials is often encountered, as materials from Unesco are normally the only available materials for teachers to use. Other materials which might be obtained from other countries are usually in languages that are not understood by the students and teachers. Translating these materials compounds the problem. Most instructional materials prepared by Member States do not undergo experimental trial use. This validation process, which is ideal, is an added expense which Member States can hardly afford to shoulder.

Evaluating the impact of the programme on students is an aspect found wanting in the Associated Schools Project. Reasons for this range from absence of evaluation instruments, lack of proper machinery for evaluation to absence of leadership in evaluating the programme.

Activities beyond the immediate school situation and the role of Associated Schools in relation to the wider community

Development and trends. The work done to develop education for international understanding in the Associated Schools has an effect beyond the classroom. Parents hear their children talk about their work, or student's work is exhibited, and so inevitably the wider community is influenced. In addition, the schools themselves make conscious efforts to inform the wider community of their activities.

Problems and issues. Most of the countries, while realizing the vital role of Associated Schools in reaching out to the community, have not gone into this endeavour for the following reasons:

1) Associated Schools are engrossed in their in-school activities and projects. They believe that they should generate the strength needed by their own schools before they are able to influence the community and other schools.

2) Activities beyond the classroom add to school work of students and teachers: giving rise to priorities in deciding between in-school and out-of-school activities.

3) While some schools are eager to reach out to the community and other schools, their limited resources are a constraint.

Maintaining the vigour of the Associated Schools Project: within the Member States

Development and trends. Although countries have different methods of selecting schools for the Associated Schools Project, it is clear that all the

schools have as their aim the development of international education. The experience in different countries shows that there is a variation in the degree to which this aim is being met and in the success or otherwise of the Associated Schools.

In countries where a key, high level official from the National Commission for Unesco or the Ministry of Education gets adequate exposure to Associated Schools Project (for example, through international or regional meetings/seminars), interest in joining the Associated Schools Project is generated. Thus, schools are easily selected or identified, where the National Commission or Ministry of Education has commitment to the Associated Schools Project. However, the schools need to be continually sustained.

In some countries, Associated Schools are instrumental in developing new and innovative teaching-learning methods, materials, schemes of integration, and strategies of action while in other countries the Associated Schools are not particularly noteworthy. In the case of the former, they still feel the need for improving aspects of the programme affected by minimal problems. The latter group inevitably is confronted by overwhelming and interlocking problems. Problems therefore permeate both groups of Associated Schools.

Problems and issues.

1. At the national level, there are a number of problems in many countries. First, there is a need to arouse interest and commitment at the highest level of the Ministry of Education. The national co-ordinator of the Associated Schools Project, a vital link in the Project, is generally on a part-time basis, and there is only so much that the co-ordinator can do to ensure the success of ASP. In addition, in order for the ASP to be able to carry

out innovative experimentation, in new methods and materials in education for international understanding, co-operation and peace, financial support is urgently needed, which in most, if not all cases is absent.

An exceptional case was reported where the Minister of Education was changed twice over within a three-year period. This resulted in a lull for the ASP. Even before the support and commitment of the new Minister was solicited a change in leadership was again effected. Consequently, a vacuum existed in the activities for the Associated Schools.

Political and ideological factors existing in some countries contributed to the enthusiasm of the national leadership in pushing through the plans of the ASP.

2. At the school level. The above-cited problems filter down to the school level. Unless the head of the school is committed to the ideals of ASP, enlistment of the school to the project could at most be nominal. On the other hand, the head of the school may be committed but unless the teachers are convinced of the importance of pursuing the objectives of ASP, unless they are adequately trained and equipped to achieve such goals, and unless they have the support materials they need, they may not be able to play the role expected of them. It is clearly vital that the whole school is involved in the Project. It is when only one staff member has a responsibility for the project that problems develop if that person loses interest or moves on from that school. In addition, the interdisciplinary nature of the work needs to be kept clear.

Persons in charge of the Project are confronted with the problems of a heavy workload brought about by additional activities. In addition, support and assistance from fellow teachers can be lacking and at times absent.

Another critical problem is the inadequate liaison and co-operation among Associated Schools in the Member States and between foreign schools participating in the Project. There is a tendency to repeat the same activities every year without developing new programmes because schools are not informed of other interesting and useful activities carried out by other Associated Schools.

In certain cases, lack of full co-operation and understanding from a particular sector of society, or other environmental factors have discouraged the implementation of the ASP. Activities have sometimes been hindered by a lack of financial resources or teacher enthusiasm.

3. Regarding the degree of contact between the national co-ordinator and the schools. Problems arise when there is no clearly defined link or line of communication between the school and the central co-ordinating body. As a result, schools may continue to be classified within the project when they have ceased to be active. Few Member States have a system for regular reporting back to develop closer contacts between the Associated Schools and the National Co-ordinator or co-ordinating body. The absence of a mechanism to co-ordinate and facilitate the exchange of information at the national level jeopardizes the close linkage with the schools between schools and their support for each other. In some countries, no direct contact with the National Commission is provided for.

Maintaining the vigour of Associated Schools: between Member States

Development and trends. Development and trends in communication technology have improved greatly especially with the advent of computers. Human communication, however, needs to be harnessed to humanize the mechanical communication. Given

a visible network of communication mechanism among Member States, the sharing of information, ideas and directions could be made more effective and purposeful.

Problems and issues. There is no visible inter-country communication mechanism among Member States so that continuous sharing of ideas and co-ordination has not been very effective. Events in other countries resulting from conflicts within the country and among countries do not find ready integration in the curriculum at the time this is needed because relevant materials are not readily available. The timeliness of lessons cannot be taken advantage of. Innovative materials are not well publicized and interesting events and activities of Member States are not shared, except during regional conferences where the opportunity to participate is afforded to only a few people.

Chapter Three

STRATEGIES OF ACTION FOR STRENGTHENING THE ASSOCIATED SCHOOLS PROJECT

Introduction

While reviewing the development and trends of the Associated Schools Project (ASP), the Meeting identified major problems and issues that tend to obstruct the progress of the Project. To further strengthen the ASP, it was felt that innovative strategies of action were urgently needed to overcome and resolve such problems and issues. The suggested strategies of action are mostly at the national level, and in some cases at the school and regional levels, as well.

The strategies of action are presented in the context of the four clusters of problems and issues discussed in Chapter Two, namely:

a) Selection, distribution and expansion of Associated Schools;

b) The programme of teaching and learning in education for international understanding;

c) Activities beyond the immediate school situation and the role of Associated Schools in relation to the wider community; and

d) Maintaining the vigour of the ASP:

i) Within Member States; and
ii) Between Member States.

Selection, distribution and expansion of Associated Schools

In today's world, where we seem to be surrounded by conflicts, terrorism, violence and scattered warfare, there is an urgent need for education for international understanding, co-operation and peace. The ASP has been conceived precisely to contribute towards that end.

The Meeting considered the following strategies of action to realize the goal of ASP. Individual countries may wish to:

1. Identify pilot/experimental schools that are strategically/geographically located in a country which could serve as nerve centres for the germination, launching and dissemination of innovative approaches to the promotion of education for international understanding, co-operation and peace.

2. Identify pilot schools which would be representative of different types and levels of schools and related institutions rural, urban and semi-urban; big and small; general and technical, etc. - to ensure replicability of the successful experiences.

3. Encourage selected Associated Schools to involve neighbouring schools to form a cluster of schools; and

4. Provide new Associated Schools with background materials/handbook for their guidance.

Teaching and learning in education for international understanding

Areas to consider

The Meeting felt that for the development of an effective programme of teaching and learning for international understanding one must consider five areas, namely (i) understanding of the teachers, (ii) content, (iii) use of materials, (iv) incorporation of international understanding in the teaching learning programme, and (v) reporting and monitoring. These are briefly discussed as follows:

The understanding of the teachers. First, there is a need for teachers to understand themselves and their students, and second, there is a need for teachers to understand the concepts and objectives of education for international understanding and the values and attitudes generated by education for international understanding.

The content. Teachers need to know what to teach, and it is important that the content should be relevant to the situation of the country as well as conducive to the promotion of education for international understanding, co-operation and peace. Therefore, teachers also need to know how to incorporate local materials appropriate to the educational level and local situation of their students.

The use of materials. Teachers need to know how to use these materials effectively. Therefore, it is extremely important to develop effective methods and strategies of teaching in education for international understanding.

Incorporation of international understanding in the teaching-learning programme. Education for international understanding can be incorporated in the programme of teaching and learning in a number of ways as follows:

- by holding a special day or week
- by introducing a course or unit of work into the curriculum
- by including materials and ideas relating to education for internationl understanding within subjects
- through an interdisciplinary approach
- by a total integration of all of the above.

These activities may be seen as a progression with the ultimate aim of education for international understanding permeating the whole school programme or, as separate types of activities, any of which may be particularly appropriate to a given situation.

Reporting and monitoring. Furthermore, the Meeting felt that the students should be actively involved in the learning processes. The Meeting is aware that there are many aspects of the teaching and learning programme that need to be looked into, but the immediate problem is concentrated on teaching-learning materials which was a felt need. (See also Chapter Four).

Curricular Materials

The Meeting is of the view that as it is difficult for an individual teachers to develop curricular materials themselves. It is essential to organize workshops for this purpose. The National Co-ordinating Body (National Co-ordinators) should take the responsibility for organizing the workshops and for ensuring that there are suitable resource persons at the workshops.

The Associated Schools' objective in relation to education for international understanding needs to be reflected in the curriculum. Schools should be constantly updating and developing the curriculum

and will be able to do this by adapting existing materials or developing new ones. A clear set of guidelines is given in Annex 3 to enable individual schools to take action in this regard.

It was possible to start selecting materials for adaptation from the limited materials available at the time in the Unesco Regional Office, Bangkok and using the guidelines mentioned. The Meeting selected certain materials as exemplars. The Meeting is aware that countries are producing their own materials at this stage and it is hoped that the description of these exemplary materials should help in this process.

The adaptation of materials to be used by the Associated Schools Project should serve the following four functions. It should:

1. Facilitate sharing of curriculum materials found to be effective and relevant to the promotion of international understanding, co-operation and peace.

2. Provide information on curriculum materials relevant to specific cultures that can provide enrichment lessons for other Member States.

3. Provide materials that can be modified, adapted or improved for use by other Member States, and

4. Share innovative ideas relevant to the objectives of the Associated Schools Project (see Chapter One, page 9).

Curriculum materials will be defined here as any material relevant to the promotion of international understanding, co-operation and peace. For purposes of this report, curriculum materials

will be categorized as (i) concept and source materials; (ii) teaching units, lesson plans and syllabi; (iii) resource materials; and (iv) materials for support programmes and activities.

Concept and source materials are reference materials related to the concepts of international understanding, peace and co-operation, including conflict, freedom, human rights, etc. The concept and source materials also include papers and references related to theoretical underpinnings and studies undertaken.

Teaching units, lesson plans and syllabuses are materials directly related to planned classroom teaching-learning activities. This includes out-of-school activities that directly relate to classroom activities, learning modules, learning activity packages, self-learning kits, computer assisted instructions, etc. are also included here.

Resource materials include teaching aids such as films, slides, tapes, video cassettes, pictures, photographs, illustrations, posters, songs, poems, etc. which are used in the teaching-learning activities inside the classroom as well as outside the classroom. Materials developed from local and recycled products are also included here.

Support programmes and activities are projects and activities undertaken to achieve the objectives of the ASP. Examples of these are mobile museum exhibits, twinning activities, international camps, "share-a-toy campaign", "operation share-a-home", pen pal writing, etc.

The above-cited categorization is not a cut and dried one. Some materials could fit across some or all of the above categories.

Exemplar materials

The following materials have been selected as exemplars:

Concept and source materials

Pettman, Ralph. Teaching for human rights. Richmond, Victoria, Australia. Hodja Educational Resource Cooperative Ltd. 1984.

This is a source book on human rights which provides basic concepts, issues, areas as well as suggested teaching activities and teaching materials for the development of the concept. It is a rich source of ideas that can be adapted to teach human rights in one's own country. Moreover, the material has been extensively trialled in schools in New South Wales before its publication.

The Australian Productivity Council. The 1986 All-Australian Calendar Book. (A guide to the days of significance in our multicultural society). Peace Edition, Richmond 3121 Australia 1986.

This is a comprehensive index of significant celebrations for the different cultural groups in Australia. Basic information is given about each ethnic group and activities suitable for children are suggested.

Bailey, Margaret. Education for Peace. The Friends' School, P.O. Box 42, North Hobart, Tasmania 7002, Australia.

This is a paper intended as a "process document", according to the author, that will stimulate discussions on education for peace. It presents the definition of education for peace, what can be done in developing

peace through education and local and universal issues related to education for peace. The presentation is simple and easy to translate into the classroom situation.

Teaching units and lesson plans

Unesco. Education for International Co-operation and Peace at the Primary School Level. Paris, 1983. 138 pp.

This is intended for teachers and teacher trainees at the primary school level. It offers some suggestions and guidelines in many areas of international education and how these should be carried out in the classrooms.

Unesco. World Concerns and the United Nation: Model Teaching Units for Primary, Secondary and Teacher Education. UN, New York, 1983. 239 pp.

This book offers 26 units which deal with different world concerns and relevant work of various UN agencies. These units can be adapted for use in many curriculum subjects at all levels. Some deal directly with UN aims, concerns and activities. This also includes examples related to the teaching of different cultures, world issues and other matters of importance in international education.

Resource materials

International Studies at the Friends' School. (Video Tape), Friends' School, Hobart, 1986, 36 minutes, sound, colour, English VHS/PAL-SECAM.

This video shows how a course called International Studies was run and how students were involved in their own learning processes from the beginning of the course through to the end. This course takes up four main topics, namely, International Connections, The Third World, Conflict Resolution and World Families. The video tape consists of six segments. The first segment entitled "Negotiating the Curriculum" shows the students' method of working out the curriculum for the course through discussion and consensus agreement. The second segment, "How We Did It All" shows how students did their oral work, research and how they displayed and put together their collective information. The third segment shows that the best way to learn things is by experience. To achieve this, the students tried to live the way African people lived and learned how different their lives are from the lives of many of the people in such countries. Segment four entitled, "Independent Initiatives" shows that young people, whether by themselves or in a group, can effectively voice their views on all matters, providing they know how. In the fifth segment entitled "Group Cooperative Effort", two examples of group efforts were shown to prove the point: a booklet making exercise and the cooking of a Chinese meal. Lastly, the sixth segment entitled, "Working Things Out for Ourselves" shows how the students went about their class discussions, how they arose and how they were dealt with.

This video tape provides a very detailed case study and documentation of how a subject like International Studies is run, highlighting how more active student involvement can

ensure the success of the course. Because it is presented in audio-visual form, although intended primarily for teachers, both the teacher and students can learn easily from the strategies and techniques the performers use in dealing with various issues of peace education. Furthermore, the presentation carries a built-in feedback wherein in many of the processes and activities, the students discuss exactly what happened, where they went wrong and what could be done to improve the situation of outcome. The methods demonstrated are also easily available to the average high school student. This video tape is recommended for adaptation.

New South Wales Teachers Federation. Education for Peace. Sydney, N.S.W. Teachers Federation, 1985. 87 p.

This resource material has been compiled to enable teachers to teach peace education at all levels of education. The folder consists of four sections. The first section consists of the policy statements on peace of various departments and interest groups engaged in peace education such as Department of Foreign Affairs, Department of Education, etc. The second section consists of reading materials or articles which elaborate on the background and philosophy of peace education. The third section consists of a list of resources which the teachers can tap to get classroom and audio-visual materials from including organizations which offer assistance. The last section contains actual classroom materials such as activities, lessons, simulation games, poems on peace and war, weapons development, arms trade, etc.

Support programmes and activities

A very interesting set of support programmes and activities is presented in Annex 4. Games to promote understanding of other countries are found in Annex 7.

Strategies of action

Based on the observations that were made on all the teaching-learning materials that were reviewed, strategies of action were suggested regarding the development and adaptation of materials and communication and information dissemination. These are cited below and in the next page.

Regarding development and adaptation of materials the following are suggested:

1. The National Co-ordinator should undertake a survey of Associated Schools to find out what existing materials there are and to make an inventory of all these materials. Evaluation of materials that can be adapted by other schools and by other ASP Member States should then be undertaken by a national clearing-house by the Unesco National Body.

2. The Unesco Regional Office should invite joint innovative projects in the development of materials among Member States and publish these and other materials needed for adaptation.

3. The Unesco Regional Office should serve as a Clearing House for the exchange of materials and to publish these materials for the Member States.

4. There should be more workshops and training courses for teachers in charge of developing curriculum materials along the promotion of international understanding, peace and co-operation.

5. Because countries tend to differ in their emphasis on particular types of materials they develop, there is a need to explore the possibility of sharing materials in which a country is strong with other countries which may lack such materials and final that such materials useful.

6. The attitude and value development components of the materials need more emphasis since some of the world issues seem to relate to problems related to values and the valuing process.

Regarding communication and information dissemination the following are suggested:

1. To facilitate the flow of information within and outside the country, a systematic programme of exchange and national co-ordination should be undertaken.

2. To make the users aware of the materials that are available at the National Co-ordinator's Clearing House and Associated Schools, catalogues, bibliographies and accessions lists should be prepared and disseminated by the Clearing House to all members.

3. To facilitate the use of information by various groups of users, repackaging of information into more usable forms such as newsletters, booklets, resource books, manuals, handbooks, packages should be undertaken.

Activities beyond the immediate school situation

The strategies of action in this regard are presented under three headings namely; (i) Associated Schools as pilot schools; (ii) Associated Schools as community leaders; and (iii) Associated

Schools as links with other schools, institutions, or parts of the community. (Note: complementary activities are listed in Annex 6).

Associated Schools as "pilot" schools

There is a wide range of possibilities for action which could include:

a) Holding seminars or workshops for teachers, students of training colleges and of higher levels and for out-of-school youth;

b) Developing and circulating new materials;

c) Developing innovative teaching/learning methods and bringing in other educators or going out to other educators to demonstrate them in action;

d) Using teacher associations to disseminate ideas;

e) Keeping the education administrative service in touch with developments;

f) Holding activities for students such as poster competitions;

g) Stimulating activities that students organize themselves; and

h) Involvement in International Years.

Associated Schools as community leaders

Activities in which the schools could engage include:

a) Holding mobile exhibitions in shopping centres, community centres;

b) Teachers and students addressing community organizations and groups;

c) Providing the media (newspapers and local T.V.) with information about events of particular interest;

d) Inviting outside groups to share in special events; and

e) Holding activities for and involving Parent Teacher Associations.

Associated Schools as links with other schools, institutions or parts of the community

Associated Schools have often developed close links with others. These can include:

a) "Sister" school arrangements or "twinning" between a city school and one in a remote area, or between schools of different ethnic groups or between similar schools in different countries;

b) Pilot schools may also establish organizational contacts with other allied organizations, like Parent Associations, Community Centres for Exchange of Ideas;

c) Language exchange and development as, for example, in language camps, or exchange between schools or institutions to learn or give help in learning another language;

d) Work camps or projects where the students give their own labour and skills

in some development, so that by living and working with another group or community they not only help others but also help themselves to come to a real understanding of other people's way of life;

e) Sharing of resources in a group or "cluster" of schools; and

f) Giving assistance and aid to other Associated Schools.

In these activities a balance needs to be maintained between the students being in a "donor" position and the students relating to others on an equal basis.

Maintaining the vigour of the Associated Schools Project: within Member States

The strategies of action in this regard are set forth under three headings, namely (i) at the national level; (ii) at the school level; and (iii) links between the two, i.e. National Co-ordinators vis-a-vis the schools.

As selection of appropriate personnel and/or a person as National Coordinating Body/National Coordinator is crucial, the recommended strategies for action for (i) and (ii) have been incorporated into Chapter Four and that only strategies for action at the school level are dealt with here.

At the school level

1. A school co-ordinator should be appointed whose function is inter alia to continuously co-ordinate with fellow teacher members in that school and to appraise the principal about development

of the project. The school co-ordinator should act as liaison between the school and other member schools in the country.

2. Occasional classroom demonstrations on the use of innovative and new materials of instruction may be arranged.

3. Exhibits of materials developed by teachers and students can be held especially during United Nations Week.

4. Inter-school visitations and teacher exchange of materials can also be promoted, some of these activities might be especially directed at principals.

5. Inter-school and inter-regional exchange of posters, slogans and songs and poems composed on international understanding can be encouraged.

6. Holding of competitions such as quiz, essays and declamation, etc. may be arranged.

7. In-service training can be provided so that all staff members are aware of the ideals of the programme and are able to learn the appropriate skills for incorporating these ideals into their own teaching.

8. Searching out of audio-visual materials like films, film strips, cassettes, etc. and bringing them to the attention of other members of the staff.

Maintaining the vigour of Associated Schools: between Member States

At the regional level, the Unesco Regional Office, Bangkok, could:

a) Convene periodic meetings of national co-ordinators to sustain interest and commitment as well as share experiences about the ASP;

b) Encourage the direct exchange of materials between schools of different Member States. Publication of a Directory of Associated Schools by Unesco ROEAP, Bangkok, for which a model pro-forma has been prepared and annexed with the Report may enable Member States/ schools/teachers to communicate directly with each other (Annex 5). Member States should ensure completion and sending of the responses to the pro-forma questionnaire by 1 June 1987 to enable Unesco to complete publication of the directory by the end of 1987;

c) Select and circulate materials based on the guidelines promoted for the development of materials for adaptation among Member States;

d) In order to facilitate the international exchange of information and ideas a small quarterly newsletter or supplement to an existing newsletter might be published by Unesco ROEAP and circulated with information about activities within the Asia-Pacific region. Circulation of the Bulletin among the Associated Schools within Member States could be one of the functions of the National Co-ordinators in each Member States;

e) Encourage exchange programmes in various ways such as, mobile exhibitions to tour the region, "twinning" schools and/

or institutions (Annex 6), exchanges of teachers, resource persons, National Co-ordinators including activities of this nature at the sub-regional level;

f) Promote participatory activities like the Bulgarian Banner of Peace; and

g) Publish an official handbook to explain the development of the ASP and the way it works, together with practical and concrete examples of the programme and activities of such schools.

Chapter Four

NATIONAL AND REGIONAL CO-OPERATION AND CO-ORDINATION

The National Co-ordinating Body and National Co-ordinator

The inspiration of the National Co-ordinating Body and the Co-ordinators at different levels - nationals, state or region, local and sub-regional, is crucial to the success of the project. The role of the National Co-ordinating Body or National Co-ordinator is of vital significance because it is the lynch pin in linking the Associated Schools with Unesco - i.e. the National Commission, Unesco ROEAP, Bangkok, and Headquarters in Paris - and in linking the Associated Schools with other Associated Schools. It is through the National Co-ordinating Body and/or National Co-ordinator that the free flow of communication will be maintained and thus if there is a breakdown at this point the success of the Associated Schools and their work will be jeopardized.

National Co-ordinating Body (NCB). It has been suggested that Member States should consider appointing a committee or council which would include representatives of complementary groups or organizations. This NCB would either work directly with the Associated Schools (see "functions" listed below) or could appoint an executive officer - National Co-ordinator (NC) who would carry out those functions on behalf of the NCB. If the latter is the case, the NCB would have a supervisory role and the National Co-ordinator would report directly to the

NCB through regular reports (at least annual) which should include a financial report. Where one person is appointed a National Co-ordinator who is the Minister for Education or Chairperson or Secretary-General of the National Commission it is clear that for such a person the Associated Schools are but a very minor part of their total responsibilities. Where this is the case it seems appropriate, therefore, to suggest that responsibility for the Associated Schools Project should be delegated to a nominated person. This responsibility should be seen as part of delegated person's official duties and appropriate time and financial allowances made to support the activities that the duties would entail. This position could be established within the Unesco National Commission or secretariat of the country or within the Education Ministry.

In whichever way the position is established, it would be envisaged that the person would have the following tasks and responsibilities:

In regard to the teaching and learning programme to:

1. Provide a clearing-house that can serve as a forum for exchange of ideas among teachers and administrators across the country and to update the member schools continuously about materials worth sharing. A group of interested teachers could be brought together to help in evaluating materials.

2. Conduct national seminars and workshops of teachers and selected students to develop teaching-learning materials and to develop learning packages or modules for varying needs and for various ability levels. This can include materials for the disabled and other special or minority groups.

3. Disseminate the results of research studies on materials of instruction, learning and classroom management conducted by scholars and academicians so that these can be shared and/or translated for the teachers who are the clientele of these studies.

4. Maintain a continuum between pre-service and in-service training of teachers related to developing materials so that the theoretical underpinnings learned at the pre-service level can be more meaningfully applied by the practitioner.

5. Co-ordinate development in the area of (i) curricula and teaching units for experimental or trial/use in Associated Schools; and (ii) the preparation of textbooks and other learning materials for distribution to institutions taking part in the porject appropriate to education for international understanding, co-operation and peace.

6. Arrange translation and publication of materials into national languages.

7. Maintain regular contact with member institutions, to encourage the work and activities of the schools and to provide such schools with technical backstopping, resources, guidance and support and generally to maintain a direct line of communication between the NCB/NC and the school.

8. Facilitate the exchange of materials and information among Associated Schools as well as students and teacher wherever this is possible.

In regard to the selection, distribution and expansion of the ASP to:

9. Evaluate existing programmes and activities to enhance the project's efficiency and effectiveness.

10. Arrange for the conduct of research,

including evaluative research, to assess the impact of the ASP.

11. Evaluate the work of existing member schools and identify more schools to be associated with the project and make appropriate recommendations to the National Commission for Unesco.

12. Convene regular, annual or biennial, sharing of experiences at seminars or meetings involving principals, other staff members and students of the ASP, at which reports from each school should be given and at which outstanding work may be appropriately recognized.

<u>In regard to the administration of the Association of the ASP to</u>:

13. Follow-up recommendations made at annual conventions, i.e. to carry out a monitoring role, with a view to improving what is going on rather than simply making assessments.

14. Utilize the mass media to inform the community and to promote good public relations about the Associated Schools activities and so gain support and understanding.

15. Mobilize material and financial support for the ASP and to encourage the member institutions to actively involve themselves in gaining such support as well.

16. Submit and prepare a budget for the work of the programme and to ensure the funds are distributed and applied appropriately.

17. Prepare an annual report on the ASP.

In addition, the National Co-ordinator should be able to assess whether a school is maintaining its involvement or whether a school is no longer committed to the programme. It would be possible for schools to have only a limited term contract within the project, possibly for a five-year term, which would, of course, be renewable.

It would be helpful if there was ongoing contact and indication of current activities from schools to the National Co-ordinator at frequent intervals. This could be done in a number of ways. For Example, a single page questionnaire could be designed and set out once a term or once a year. Reporting on activities would lead to some self-evaluation while at the same time indicating to the school that there was a desire to hear about the activities in which the school had been involved. In order to carry all this out, it would be important to have a set of criteria and guidelines. These might be constructed by the schools and the National Co-ordinating Body.

Regional co-operation and co-ordination

The Unesco Regional Office for Education in Asia and the Pacific has a very important role to play in the promotion of co-operation and co-ordination of Associated Schools Project (ASP) in the region. It is in a sense a partner of Member States in the whole process of strengthening of the ASP. While the importance of co-ordination from Unesco Paris will undoubtedly remain, it is nevertheless recognized that there will be a closer appreciation of the particular needs and problems of the countries of the region at this level.

For the Asia-Pacific region of Unesco, there are a number of problems which make co-ordination of any activity over the whole area particularly

difficult and which mark it out from the other regions of Unesco. These include:

a) The huge area to be covered, and therefore, vast distances between countries and often even within a country;

b) The big population, (58 per cent of the world's population), which is nevertheless distributed unevenly;

c) The great number of languages used, making communication more difficult and especially in the production and distribution of printed materials; and

d) The disparities in size, population and development between the countries of the region;

The task, therefore, of co-ordination at the regional level, although more difficult, assumes a particular importance. It is suggested that the tasks undertaken at the regional level should attempt to minimize the problems arising from the above situation of the region. Thus, in regard to the ASP regional co-operation and co-ordination, in relation to the four points above, should include the following:

a) Facilitating the bringing together of representatives of Member States - from the students, teachers and administrators involved in the ASP, whether this is bilaterally or multi-laterally;

b) Organizing a regular conference, preferably biennially of national co-ordinators in the region, to:

i) share significant experiences,

ii) follow-up recommendations made in the preceding conference,

iii) identify gaps needing plans and action;

c) Establishing feasible and appropriate means of communication from the regional office to the Member States and vice versa for better and closer linkages;

d) Use every means possible to have significant and exemplary materials translated into the languages of the countries where English is not the working language; and

e) Prepare and distribute audio-visual materials on Unesco and other organizations in the U.N. systems.

Chapter Five

CONCLUSION

The participants felt that the two main objectives of the meeting, namely (i) to provide a forum to assess the present situation of Associated Schools Project (ASP) in 10 countries of Asia and the Pacific, and (ii) to co-operatively develop strategies of action to strengthen Associated Schools - were fully realized. As a result of the sharing of experiences among the delegates from 10 countries of the Asia-Pacific Region, there is a better knowledge about, and understanding of the present situation of the Associated Schools in Australia, Bangladesh, China, India, Indonesia, Japan, Pakistan, Philippines, Republic of Korea, and Thailand.

Four clusters of problems were thoroughly discussed and strategies of action, to overcome such problems, especially at the national level, have been proposed. The crucial role of the national co-ordinating body and/or national co-ordinator was recognized and suggestions were made to strengthen that body/position.

However, the test of whether the Meeting was a real success or not lies in the future. Strategies of action are called for at the school, state/provincial, national and regional level, were clearly spelled out in the Report, particularly in Chapter Three. Some of the indicators of success will obviously be whether in fact some, if not all, of the strategies for action for strengthening the Associated Schools Project (ASP) suggested in

this Meeting shall have been efficiently and effectively implemented in the countries from which participants were drawn for this Meeting, as well as at the regional level. A further indicator of the success of the Meeting will be if countries which at present are not participating in the ASP decide to have schools associated with the Project; and those who have but a few at present enlist more schools to the Unesco ASP.

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Annex 1

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Annex 2

AGENDA

1. Inaugural session.

2. Election of officers.

3. Present situation of Associated Schools Project in selected countries of Asia and the Pacific (achievements, problems, needs and requirements).

4. The role of national co-ordinators.

5. Strategies of action to strengthen Associated Schools Project.

6. Regional co-operation.

7. Consideration and adoption of the Report.

Annex 3

GUIDELINES FOR THE SELECTION OF TEACHING-LEARNING MATERIALS ON INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE FOR ADAPTATION

General Guidelines

1. The material can be modified to suit the socio-cultural context of Member States.

2. The material should reflect some innovative, unique, interesting or new ideas.

3. The material should not be exclusive to any particular group's usage.

4. Information, representation or presentation should be accurate and authentic.

5. The material should not contain biases or prejudices offensive to any culture, race, religion, etc.

6. The material, if it does not apply to a particular culture, should have wide universal application.

7. While quality materials are desirable, these should be inexpensive, easy to replicate and disseminate.

8. Where intended users are specified, the materials should be suitable and appropriate to the learning capability, and age level of the user.

9. Material should be simple and easy to translate.

10. The material that portray similarities and dissimilarities among cultures should be tactfully presented.

Guidelines for specific categories of materials are as follows:

Concept and source materials

Style

i) Is the language simple and comprehensible to the intended user?

ii) Is the format simple but attractive?

Content

i) Does the material provide background information?

ii) Is content free of value-laden statements?

iii) Is the material accurate and up-to-date?

iv) Does the material have sufficient substantive content for concept building and concept formulation? Is it useful and important?

v) Are sources of information cited credible?

vi) Are references and bibliographies properly documented?

Presentation

i) Is the flow of ideas easy to follow?

ii) Is there a logical presentation of ideas?

iii) Are illustrations, tables, figures, diagrams, etc. presented in a way that these can easily be understood?

iv) Are messages reflected in pictures and photographs easy to understand?

Innovativeness

In the case of theoretical papers and studies, what is new? enlightening? unique? interesting? stimulating?

Teaching Units, Lesson Plans and Syllabi

Rationale and background information Is the significance of the lesson episode(s) clearly delineated?

Objectives

i) Do the objectives provide a more or less balanced cognitive, affective and experiential components?

ii) Are the objectives clearly stated?

iii) Are they measureable?

iv) Are the objectives important?

Content

i) Is the content relevant, meaningful and useful?

ii) Is the content suitable to the learner's age level and learning capability?

iii) Is the content important and stimulating?

Teaching-learning strategies

i) Is the strategy appropriate for the development and attainment of the lesson objectives?

ii) Are the strategies, clear and easy to follow?

iii) Are the strategies innovative, interesting and effective?

Materials for learning

i) Do the materials support. the lesson's objectives?

ii) Are the materials relevant, practical and inexpensive?

Evaluation (diagnostic, formative and summative evaluations)

i) Is diagnostic, formative and summative evaluation provided for whenever necessary?

ii) Do the evaluation materials measure the stated objectives? Are they reliable?

iii) Is evaluation varied?

Resource Materials

Pictorial symbols

i) Are the pictures well selected for the intended users?

ii) Are illustrations clear, authentic, accurate, relevant and comprehensible?

iii) Are there excessive, unnecessary details and/or excessive deletion of necessary details?

iv) Are the pictures realistic and practical?

Audio-visual materials (films, slides, tapes and video cassettes, etc.)

i) Are the pictures clear?

ii) Is the presentation concise and clear?

iii) Are the tapes' and video cassettes' recording free of unnecessary obstruction?

Learning modules, self-learning kits, learning activity packages, computer assisted instructions, etc.

i) Are the objectives clearly stated and measureable?

ii) Are instructions simple, clear and concise?

iii) Is content useful and interesting?

iv) Is self-evaluation provided for?

(It is ideal to have diagnostic, formative and summative evaluation).

Support programmes and activities

i) Are the objectives of the programmes and activities clearly formulated?

ii) Are the activities purposeful?

iii) Are risks in the physical environment carefully considered?

iv) Are costs, timetables and numbers of people involved carefully planned?

v) Is there provision for evaluation?

Annex 4

SUPPORT PROGRAMMES AND ACTIVITIES

Subject Area	Activity	Education Level	Brief Description/Examples Activities
World Problems and the U.N.	Drawing & writing competition	Primary Secondary Tertiary	On contemporary world affairs/problems, UN and its agencies.
	Plays, role-plays, simulations	All levels	A social simulation of the UN General Assembly. The level of content complexity depends on students' age.
	Quiz	All levels	On UN, world affairs, could be at the school, inter-school, regional or national level.
	Displays/ Exhibitions	Secondary Tertiary	On UN day or any other important occasion.
	News reports/ clippings	All levels	Each day students are assigned to read to the class news on contemporary world affairs/problems.
Human Rights, Peace, Freedom, Cooperation	Sister school	All levels	The main objective is to help a rural school. Primary pupils can donate and/or prepare things (e.g. toys, clothing, greeting cards, writing materials).

Subject Area	Activity	Education Level	Brief Description/Examples Activities
			Secondary school students can visit the sister school, arrange activities (e.g. singing, playing, games, dancing) and donate money/ materials. At the tertiary level, students volunteer to build classroom buildings, or other structures as well as prepare teaching aids and give special classes to rural pupils.
	Volunteer Social Work	Secondary Tertiary	Students volunteer to work on weekends at local hospitals, child care centres and nursing homes.
	Sports Day	All levels	Students are grouped so that each "colour" group (blue, green, red, etc.) composed of members of all class levels, or major areas to reduce rivalry, tensions that may arise among classes or major areas within a school.
	Mobile Library/ Reading Centre	Tertiary	A team on a mobile library unit visits primary schools on a regular basis. Moreover, students can help set up a reading centre in the rural area.

Subject Area	Activity	Education Level	Brief Description/Examples Activities
	Tutorial Sessions	Tertiary	Students volunteer to give special lessons to learners in primary schools on weekends.
	Pen-pal Club	All levels	Due to language barrier, primary pupils can only correspond with areas in the country or countries using the same language. For higher levels this activity can be international. At all levels, this can include letter writing, exchanging of souvenirs, cards, etc.
Traditions and Cultures	Cultural shows/ dances	All levels	This can be either about one's own culture or those of others.
	Exchanges of performing troupes	Secondary Tertiary	The exchanges may be either regional (with a country) or international.
	Festivals on food, music, crafts,etc.	Secondary Tertiary	Festivals can be organized in one region/country to show what people in other regions/countries are doing.
	Interviews	Secondary Tertiary	AFS or other foreign/exchange students could be interviewed about cultures of other countries.

Subject Area	Activity	Education Level	Brief Description/Examples Activities
	Movies, slide shows, video viewing	All levels	Movies, slides and video recordings of various cultures and traditions can be shown to students. One of the best sources is the foreign embassies in one's country.
	Visits to places and embassies	All levels	Suggested places: historical sites, museum, statues, embassies, etc.
Man and His Environment	Field trips	All levels	Suggested places: zoo, parks, etc.
	Gardening/ tree planting	All levels	In Thailand gardening is one activity included in primary and secondary extra-curriculum. In the tertiary level, students engage in tree-planting activities in the rural area.
	Cleanliness campaign	All levels	Students in each major area or class level are responsible for keeping their classrooms/building clean. There will be a committee comprising of teachers to check and give a reward to the winner. Another activity involves a group of students decorating and maintaining a section of the school compound.

Subject Area	Activity	Education Level	Brief Description/Examples Activities
	Environ-mental studies	All levels	At Pranakorn Teachers' College, Bangkok, Thailand, a set of 4 student's workbooks and teacher's manual is prepared on the following topics: Our School, A Trip to the Zoo, A Trip to the National Park and A Trip to the Seaside. The main objective is to make students aware of their environment and its preservation.

Annex 5

PROFORMA FOR THE DIRECTORY OF SCHOOLS PARTICIPATING IN THE ASSOCIATED SCHOOLS PROJECT

I. Profile of National Co-ordinator/National Coordinating Body

1. Co-ordinating Body

(i) _____
(Name and address, telephone No.)

(ii) _____
(Postal address if different from above)

2. Executive Head of the Coordinating Body

_____
(Name and designation)

3. Contact Person or Co-ordinator

_____
(Name and postal address if different from above)

4. Activities related to Education for International Understanding:

		Already being undertaken	Propose to undertake
____	a) Exchange of materials		
____	b) Exchange of students		
____	c) Exchange of teachers		
____	d) Development of materials		
____	e) Translation of materials		
____	f) Dissemination of materials		
____	g) Ensure availability of funds		
____	h) Holding competitions (e.g. poetry, essays, songs, paintings/others)		
____	i) Organizing celebrations and festivals		
____	j) Seminars/workshops: for students for teachers for other groups		
____	k) Annual/biennial conference or meetings for ASP		
____	l) Providing mass media with publicity materials		

	Already being undertaken	Propose to undertake
_____ m) Exhibitions		
_____ n) Merit awards for ASP schools and/or individuals		
_____ o) Others (please specify)		

_____

_____

_____

5. Materials/Publications on International Understanding, Co-operation and Peace.

   (Only those produced by the Co-ordinating Body, please include complete bibliographic information - title, author, date of publication, publisher, pages, and also include price and cost of postage and packaging where appropriate)

6. Facilities (owned by the Associated Schools)

   _____ a) Library/documentation centre/ clearing-house

   _____ b) Printing shop

   _____ c) Conference facilities

   _____ d) Audio-visual shop

_____ e) Board and lodging facilities

_____ f) Computer facilities

_____ g) Others (please specify)

_____

7. Scope of Associated School Membership

a) Number: _____

b) Level: _____ a) Primary

_____ b) Secondary

_____ c) Tertiary

II. Profile of Associated Schools

1. School

(i) _____
(Name, address and telephone No.)

(ii) _____
(Postal address if different from above)

2. Head of the School

_____
(Name and designation)

3. Contact Person

_____
(Name and designation, if different from head of school)

4. Type of Institution/School (please check)

_____ a) Government [ ] Private [ ]

_____ b) Private

_____ c) Technical [ ] Vocational [ ]
Teacher training [ ]

_____ d) Vocational

_____ e) Selective [ ] Non-selective [ ]

_____ f) Comprehensive

_____ g) Single sex female [ ] male [ ]
coeducational [ ]

_____ h) Religious affiliation
Please specify _____
No religious affiliation [ ]

_____ i) Teacher training

_____ j) Others

5. Level of Institutions

_____ a) Primary

_____ b) Secondary

_____ c) Tertiary

6. Activities

_____ a) Holding competitions
(please specify)

_____ b) Organizing celebrations/festivals
(please specify)

_____ c) Holding exhibitions (please specify)

_____ d) Parent-Teacher Association activities

_____ e) Seminars and workshops

_____ f) Development and dissemination of materials

_____ g) Sister school campaign

_____ h) Twinning activities (please specify)

_____ i) Work camps (please specify)

_____ j) Classroom demonstrations (please specify)

_____ k) Inter-school visitations and teacher/student exchanges (please specify)

_____ l) Mass media announcement

_____ m) Volunteer social work

_____ n) Mobile library

_____ o) Field trips (please specify)

_____ p) Others (please specify)

_____

_____

7. Materials Developed (please specify).

8. School Calendar/Term
(Start and end of school year)

a) Date of start of school year _____

b) Date of end of school year _____

c) Term dates:

Term 1 from _____ to _____

Term 2 from _____ to _____

Term 3 from _____ to _____

Term 4 from _____ to _____

9. Total No. of Teachers:

10. Total No. of Students Enrolled:
(by class level)

11. Facilities (Owned by the school)

_____ a) Library

_____ b) Audio-visual laboratory

_____ c) Computer facilities

_____ d) Cultural centre

_____ e) Board and lodging facilities

_____ f) Conference facilities

_____ g) Others (please specify)

Annex 6

TWINNING ACTIVITIES

- Pen friends - letters
- Send books - written by the school
- Cards at festivals - such as New Year, religious festivals, e.g. Christmas
- Information about the country, the State, the school, sports and games
- Photographs and drawing of our school
- Send seeds of plants
- Records of music and songs
- Tape about oneself
- Tape of community singing
- Phone link, or radio, or telex, or computer
- Send video about the school
- Make a "peace" book
- Exchange food recipes
- Exchange of puzzles and jokes
- Exchange of gifts

- Make folded/zig zag paper - one fold each containing coin(s), stamps, etc. with appropriate descriptions

- Set up a Unesco corner or room in schools and exchange details of this

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Annex 7

GAMES TO PROMOTE UNDERSTANDING OF OTHER COUNTRIES

KNOWING YOUR WORLD

All these games are prepared by students majoring in Geography at Pranakorn Teachers' College. They have been used many times while the students undertake their practice teaching at primary/secondary schools.

Champion of Asia, Voyage Around the World and Domino can be used in both primary and secondary school levels. Moreover, for secondary level the English map can be used instead of the Thai version. However, scholarship to Japan can be used only with secondary pupils.

Domino: Knowing your ASEAN Friends

This game can be used after the lesson about ASEAN. It is to test the knowledge of ASEAN countries and to promote the understanding in the countries of the same region.

A Scholarship to Japan

This game is to test knowledge about Japan. Student A gets the key to student B's questions and vice versa. Each takes turn asking question. If his opponent does not know the answer, the student asking question, then reads to him the answer and gets a score of one. A correct answer entitles the student responding

a score of two. The one with the highest score wins the scholarship to Japan.

Voyage Around the World

Objectives:

1) To familiarize students with important world ports.

2) To teach students on which continent each port is situated.

3) To familiarize students with world sea routes.

4) To provide entertainment for students.

Materials

1) A world map with numbered sea routes.
2) A dice.
3) Chips.

Rules: Each player moves according to the dice, starting from point one. The next move is the result of the previous number and the new number. Anyone reaching number 27 is allowed to play another round.

At each point on the map, the player must give the names of the port and the continent on which it is situated.

The Champion of Asia

This game is to test the knowledge of Asian countries and their capital cities.

Rules:

1) Divide the class into Team A (country names) and Team B (capital cities).

2) Each team has 21 questions on countries and capital cities.

3) The team, take turn asking each other names of countries and capital cities.

4) The responding team places the flag of that country on the map.

5) Correct answer gets one point.

Materials

1) A map of Asia on a metal board.

2) A key sheet with flags and capital cities.

3) Flag chips with magnets.